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ABSTRACT

Intended for parents, the catalog lists toys which are helpful in the education of young handicapped children. Four sections focus on toys for developing muscle control, toys that encourage exploring, toys that challenge the mind, and toys that appeal to the senses. Each entry includes information on how to use the toy to develop specific skills, as well as a description of how to make a similar toy from household items. A final section provides information on resources (including information sources, journals, and a bibliography) for parents. (SBH)

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ToyBrary

—A toy lending library for parents and children

A cooperative project developed by:
The Nebraska Regional Library System
The Nebraska Department of Education
Special Education Branch

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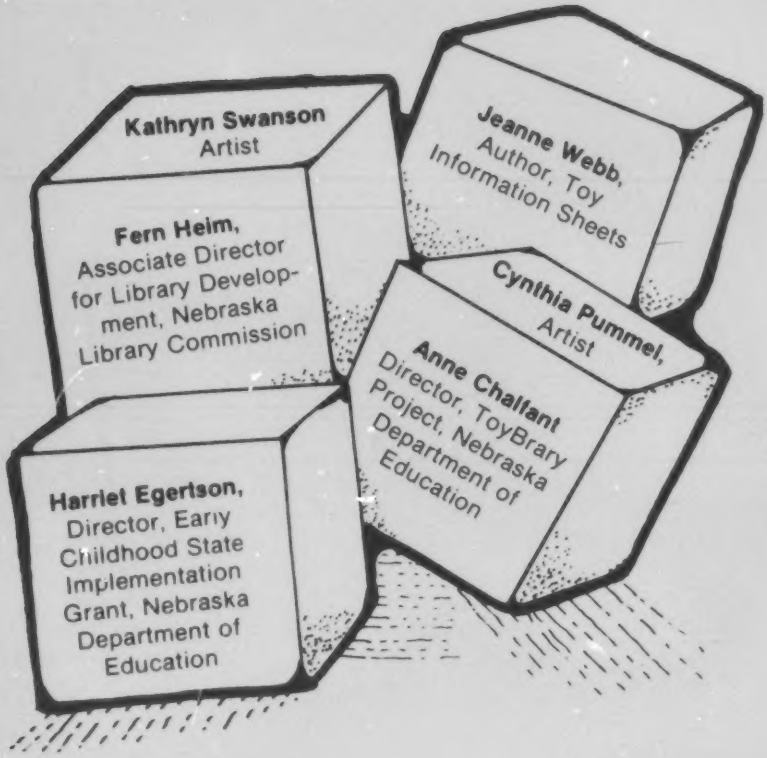

The toys listed in this catalog are representative of toys that can be helpful in the education of young handicapped children. This listing of toys does not constitute an endorsement on the part of the Nebraska Department of Education.

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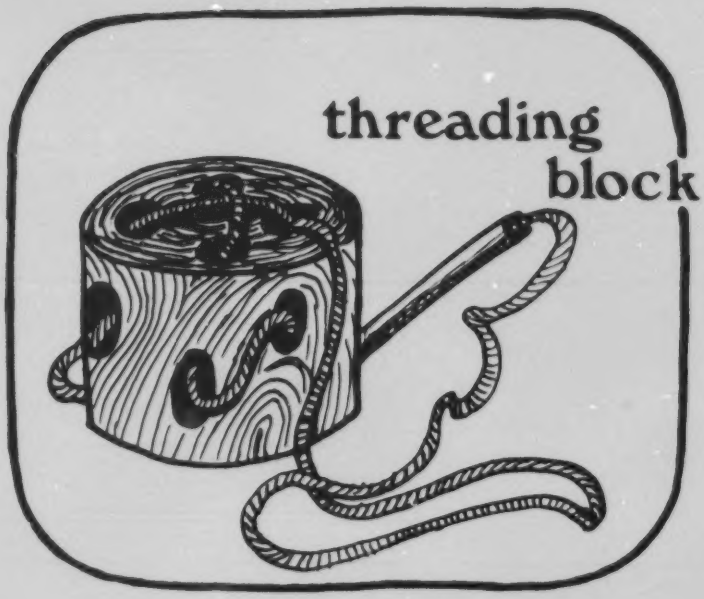
TOYS FOR DEVELOPING MUSCLE CONTROL

threading block



Children can't resist this natural hardwood toy that invites involvement. Push the wooden needle into any hole and it comes out of a hole on the other side. This is a toy designed for developing eye-hand coordination.

Threading Block is available from Childcraft Education Corp. 20 Kilmer Road, Edison, New Jersey 08817 or call toll free (800) 631-5652.
Catalog Number: 7M 163 Approx. Cost: $4.95

LEARNING THROUGH PLAY

Play is a child's work and should be regarded as an essential ingredient in a young child's day. A child comes to understand about his/her environment and learn about the real world through play.

GUIDELINES FOR PLAY

-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

THREADING BLOCK

THREADING BLOCK can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

TO DEVELOP FINGER, EYE-HAND COORDINATION, allow your child to explore the threading block freely. Free play provides your child a chance to become familiar with the toy. It also provides you with a chance to determine your child's ability with the threading block.

Encourage your child to thread the block in anyway she wishes. Observe how your child threads the block. Does she thread the needle through the holes randomly? Or does your child create a pattern as she threads the needle through the block? What process does she use to get the string out of the block?

Offer assistance if your child has difficulty pushing the needle through the holes. Hold your child's hand as you guide the needle through each hole. Then help your child pull the string through.

USE THE THREADING BLOCK TO STIMULATE LANGUAGE EXPRESSION

The threading block provides an opportunity to reinforce the concepts of "in," "out," "through," "push" and "pull."

As your child threads the block, emphasize what he is doing. Say, for instance, "The needle goes *in* this hole and comes *out* this one." *"Push* the needle *through"* and *"Pull* the string *through."*

Next, you can demonstrate a simple pattern. Have your child copy the pattern. Provide verbal cues if necessary. You may need to tell your child which hole comes next.

HELP YOUR CHILD DEVELOP FINGER-HAND COORDINATION IN YOUR OWN KITCHEN. . .

Baking cookies provides an excellent opportunity for the development of your child's fingers and hands. Language training can take place at the same time.

Involve your child from the beginning. Let him help you gather all the utensils and ingredients you will need.

Your child may enjoy cracking an egg, measuring the dry ingredients or measuring the liquid ingredients. If you feel your child is not ready to measure or pour liquids, assist her as she does so.

Stirring the mixture will help your child develop all those finger, hand and arm muscles.

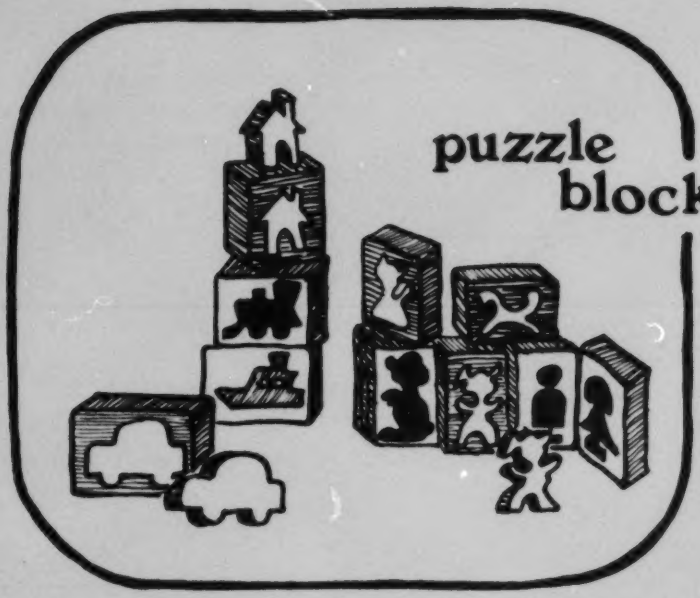
Using a rolling pin to roll the dough is a good two-handed activity. After your child rolls the dough, he can either shape the dough with his fingers or use cookie cutters.

Give your child a turner to pick up the cookies and put them on a cookie sheet. Guide his hand if he needs help.

After the cookies bake and cool, your child will really enjoy spreading the frosting. Or, to develop finger control, your child could decorate the cookies with raisins, chocolate chips, flakes of coconut or small candies.

Letting your child sample what he's made is the best part of all!

You may not wish to attempt all these activities the first time. It will depend on your child's interest and ability.



"Puzzle Blocks" can be used as blocks for building, or, in a more unique way . . . as puzzles. Each block has a 3-dimensional insert that can be fitted into the blocks or can stand alone. The inserts are familiar shapes, such as, a boy, girl, train, car, dog, etc.

"Puzzle Blocks" teach shape, form and color, as well as finger dexterity. "Puzzle Blocks," made of brightly colored hard plastic, come 10 to a set.

Puzzle Blocks, a Gabriel Product, is available from Childcraft Education Corp., 20 Kilmer Road, Edison, New Jersey 08817 or call toll free (800) 631-5652.

Catalog Number: 7M357 Approx. Cost: $3.50

LEARNING THROUGH PLAY

Play is a child's work and should be regarded as an essential ingredient in a young child's day. A child comes to understand about his/her environment and learn about the real world through play.

GUIDELINES FOR PLAY

-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

PUZZLE BLOCKS

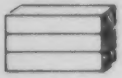
PUZZLE BLOCKS can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

TO DEVELOP EYE-HAND COORDINATION AND FINGER-HAND CONTROL, allow your child to play freely with the puzzle blocks. This provides your child a chance to become familiar with the toy. It also provides you with an opportunity to observe your child's ability with the materials.

TO STIMULATE LANGUAGE EXPRESSION, talk about the block puzzles. Name the puzzle figures. Encourage your child to repeat the names. If the figure represents an animal, for example, talk about the name of the animal, where it lives, how it sounds or what it eats. For the figures that represent objects, encourage your child to tell about their function.

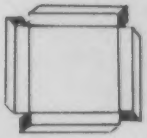
DEMONSTRATE USING THE BLOCKS IN VARIOUS WAYS. The diagrams below illustrate simple block designs.

(A) Try stacking the blocks both vertically and horizontally. Encourage your child to try making this design.
(B) Place two blocks vertically with a space between them. Connect the two blocks with a third block. Ask your child to try this.
(C) Place the blocks in such a way that they enclose a space. See if your child can imitate this.
(D) Place the blocks in a pattern.



(A)

(B)



(C)

TO ENHANCE YOUR CHILD'S VISUAL UNDERSTANDING try these activities. Start with one puzzle block. Remove the figure from the form. Have your child replace the figure. Next, remove the figures from two of the forms. Continue this same procedure for the remaining puzzle blocks.

Offer assistance if your child has difficulty placing the figures in the forms. Hold your child's hand. Rotate the figure slowly while trying to make it fit into the space.

TRY A MORE ADVANCED ACTIVITY NEXT. Remove five of the figures from their forms. Scramble the figures and forms. Point to one of the empty forms. Encourage your child to verbally identify which figure fits in that particular form. Let your child then try the figure to see if it does fit the space.

TO PRACTICE COLOR CONCEPTS, ask your child to "Put the yellow dog in the red block." "Put the red car in the yellow block," and so on for the remaining puzzle blocks.

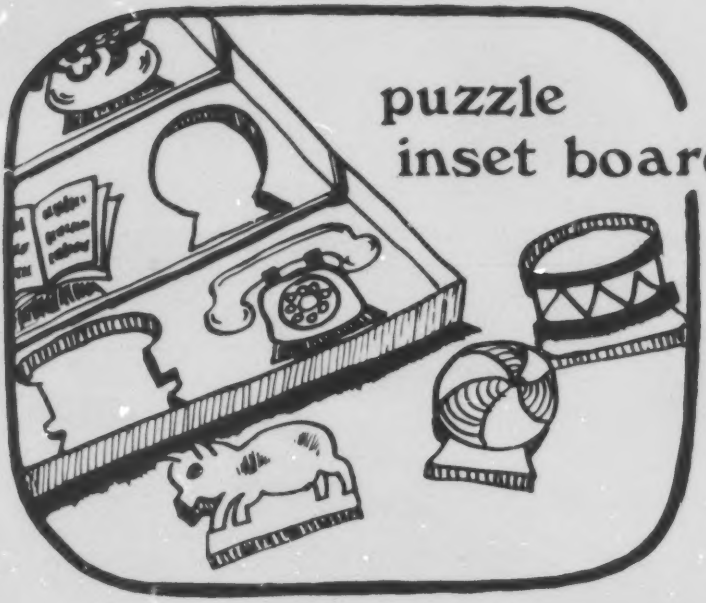
TO MAKE YOUR OWN PUZZLE...

Cut pictures of small objects or animals out of magazines. Glue the pictures onto cardboard so they will be stiffer and easier to handle. Cut around the pictures.

On another piece of cardboard trace around the picture cards. Trace around the cards so you have an outline of each on the board.

Your child can then match the picture cards to the outlines on the puzzle board.

ANOTHER IDEA WOULD BE TO MATCH ACTUAL OBJECTS TO OUTLINES. Choose common objects that you have around the house, such as, a button, comb, toy car, quarter, spoon or safety pin. Draw outlines of each object on cardboard. Ask your child to match the object to the proper outline.



puzzle inset board

Children can learn recognition of simple objects by using this perception puzzle. The puzzle also serves as a stimulus for language development. The inset board consists of fifteen different items, and each inset piece has a small knob to assist the child's manipulation. This puzzle is an excellent way to develop fine motor skills.

Perception Puzzle-Assortment A is available from DLM, 7440 Natchez Avenue, Niles, Illinois 60648 or call (312) 647-7800.
Catalog Number: 268 Approx. Cost: $4.50

LEARNING THROUGH PLAY

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GUIDELINES FOR PLAY

-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

PUZZLE INSET BOARD

The PUZZLE INSET BOARD (perception puzzle) can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

TO DETERMINE YOUR CHILD'S LEVEL OF ABILITY, allow her to play freely with the puzzle. This provides your child with a chance to become familiar with the toy.

Your child may place one or several pieces correctly. Or, she may experience frustration with the puzzle. If your child experiences frustration with the puzzle during this free play, set it aside. Choose a simpler puzzle the next time you visit the ToyBrary.

TO STIMULATE LANGUAGE DEVELOPMENT, talk about the puzzle pieces. If the puzzle piece represents an animal, for instance, talk about the name of the animal, where it lives, how it sounds, or what it eats. For the puzzle pieces that represent objects, encourage your child to tell about the objects.

TO DEVELOP EYE-HAND COORDINATION AND HAND AND FINGER CONTROL, TRY THIS: remove a single puzzle piece from the top row. Have your child replace this single piece. Next, remove two puzzle pieces. Have your child replace these two pieces. Continue this same procedure, each time removing one more piece than before.

When your child is able to complete the top row successfully, proceed to the other rows. Follow the same procedure as described above.

Offer assistance if your child has difficulty placing a puzzle piece. As you hold your child's hand, rotate the piece slowly while trying to make the puzzle piece fit in the space.

To provide an additional cue have your child trace the edge of the puzzle piece with his finger. Trace his finger around the edge of the space also.

IF YOUR CHILD IS READY FOR MORE ADVANCED ACTIVITIES, TRY THIS. Remove all the puzzle pieces. Point to one of the empty spaces. Encourage your child to point to the puzzle piece that will fit in that particular space. Let your child then try the puzzle piece to see if it does fit the space.

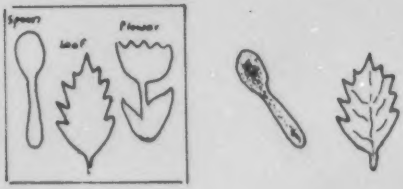
MAKE A PUZZLE BOARD . . . .

Using magazines or greeting cards, cut out pictures of small objects or animals. Glue the pictures onto cardboard so they will be stiff and easier to handle. Cut around the pictures.

On another piece of cardboard, trace around the picture cards. After tracing around each card, you will have on the cardboard an outline of each picture.

You could sew a button (preferably a small round ball-like button) firmly on to each picture card. This will serve as a small knob for grasping the cards.

Your child can now match the picture card to the outlines on the cardboard.



grip ball

A child's small fingers can easily grip the surface of a "Touch and Grip Ball." The ball has plenty of handholds for catching and throwing. Grip ball is made of soft vinyl and is suitable for infants as well as older children. This ball is approximately 4½" in diameter, washable, and non-toxic.

Touch and Grip Ball, made by Combex, is available from Childcraft Education Corp., 20 Kilmer Road, Edison, New Jersey 08817 or call toll free 800-631-5652.
Catalog Number: 7J652

Approx. Cost: $3.50

LEARNING THROUGH PLAY

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GUIDELINES FOR PLAY

-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

TOUCH AND GRIP BALL

TOUCH AND GRIP BALL can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

TO DEVELOP FINGER AND HAND CONTROL, allow your child to play freely with the toy. Free play will enable your child to become familiar with the Touch and Grip ball.

Observe as your child explores the toy. Can your child grasp the ball and release it? Does your child attempt to roll, toss or bounce the ball? Is your child able to squeeze the ball to make the squeak sound?

When your child has had a chance to play with the ball in his own way, demonstrate rolling the ball along the floor. Now hold your child's hand and roll the ball together.

Demonstrate rolling the ball again. This time encourage your child to imitate your motions.

TO HELP YOUR CHILD UNDERSTAND SPATIAL RELATIONS TRY THIS. As you roll the ball describe the motions. For example, say "Let's roll the ball in *front* (or *behind)* you."

Continue the game by using a cardboard box to create an obstacle. Say, "Let's roll the ball *on top* of the box," or "Let's throw the ball *inside* the box."

It will be awhile before your child understands these concepts in terms of language. This activity helps to build a foundation for learning concepts of space.

PLAY SOME OTHER GAMES TO HELP DEVELOP HAND CONTROL. Try rolling the ball back and forth between you and your child. At first, your child may play with the ball when it is rolled to him. Show your child how to roll the toy back to you. Now say, "Roll the ball to Daddy."

Next, try tossing the ball back and forth. To begin, sit only a short distance away. Put the ball in your child's hand(s). Show your child how to grip the ball with the thumb and fingers.

In her attempts to release the ball, your child will at first probably accidentally let go. Help you child toss the ball. As your child gains control of finger and hand muscles, she will be able to toss the ball further and with more direction.

A MORE ADVANCED ACTIVITY would be to have your child toss the ball in a basket or box. Be sure to use a large clothes basket or cardboard box to start. Encourage your child to toss the ball in the basket.

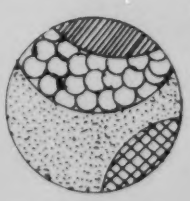
Use strips of masking tape to make a target on the wall. Make the target space wide. Show your child how to throw the ball at the target.

When your child first begins, he should stand or sit close to the target. Encourage your child to throw the ball at the target. Help your child with the arm movements if necessary. Gradually fade your assistance.

MAKE A TEXTURE BALL . . . . . .

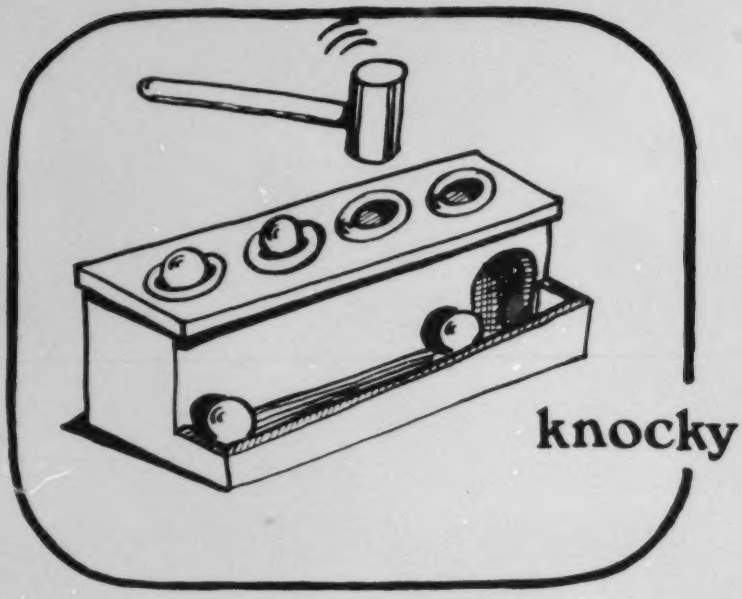
You will need scraps of fabric and stuffing for the ball.

Select different textures and colors of fabric for each section of the ball. Cut the sections in an oblong shape. Use 6 or 8 sections.



Sew the sections together. Leave an opening for the stuffing. Turn inside out and stuff with soft cotton or old stockings.

The ball is soft and easy to grip. Each section is a different texture. The ball will provide interesting tactile experiences.



"Knocky Block" is a fascinating action toy which helps to release a child's natural energy. Pound any of the brightly colored balls through its ring and, down it goes, to reappear in the return chute. "Knocky Block" is an excellent tool for developing eye-hand coordination. The set contains four balls, a mallet and 10" long pounding bench all made of sturdy plastic.

Knocky Block, an AmbiToy, is available from Childcraft Educational Corp., 20 Kilmer Road, Edison, New Jersey 08817 or call toll free 800-631-5652.

Catalog Number 7M455 Approx Cost: $6.50

LEARNING THROUGH PLAY

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GUIDELINES FOR PLAY

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-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

KNOCKY BLOCK

KNOCKY BLOCK can be use in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

TO DEVELOP EYE-HAND COORDINATION AND HAND AND FINGER CONTROL, encourage your child to place the balls on top of the holes. Show your child how to pound the balls with the mallet. This free play activity invites repetition and enables your child to become familiar with the pounding toy.

Next, let your child hold the mallet. Note how she holds it. Demonstrate the proper grip if necessary.

For variation, your child could *push* the ball through the holes with her fingers.

TO STIMULATE YOUR CHILD'S THINKING AND LANGUAGE SKILLS, talk about what happens when your child pounds the balls. "Where do the balls go?" "How do the balls get into the tray?" are questions you might ask.

INCORPORATE NUMBER SKILLS by counting the number of "taps" it takes for the ball to go through the hole. As your child taps the ball, count, for example, "One, two, three! You got it through with three taps."

Another number related activity involves asking your child to pound *two* balls, or *three* balls, and so on.

If your child understands this and does well, try another number activity. Say, "Now pound the *first* ball." If your child does not understand, put a ball on the first hole and repeat, "Now pound the *first* ball." Demonstrate the meaning of *second* in the same way.

TO ENHANCE YOUR CHILD'S RECOGNITION OF COLOR, try this activity. Begin with one-step directions, such as, "Pound the *red* ball." "Pound the *yellow* ball." When your child is successful with one-step directions try two-step directions. For example, say "Pound the *red* ball then pound the *green* ball."

A POUNDING ACTIVITY IS AN EXCELLENT CHOICE FOR AN 'INDOOR' DAY! Pounding activities help to release a child's natural energy.

Use a regular hammer and nails for pounding activities at home. Mom's or Dad's hammer is even more fun than a toy hammer. Short nails with a large head pounded on soft wood works best for beginners. Pounding on a piece of packing styrofoam works very well. The nails go in easily. Moreover, you can pull the nails out and use them over and over again.

Your child may enjoy learning "Johnny Pounds With One Hammer!" Substitute your child's name.

Johnny pounds with one hammer, one hammer, one hammer, (Imitate pounding hammer with one hand)

Johnny pounds with one hammer,

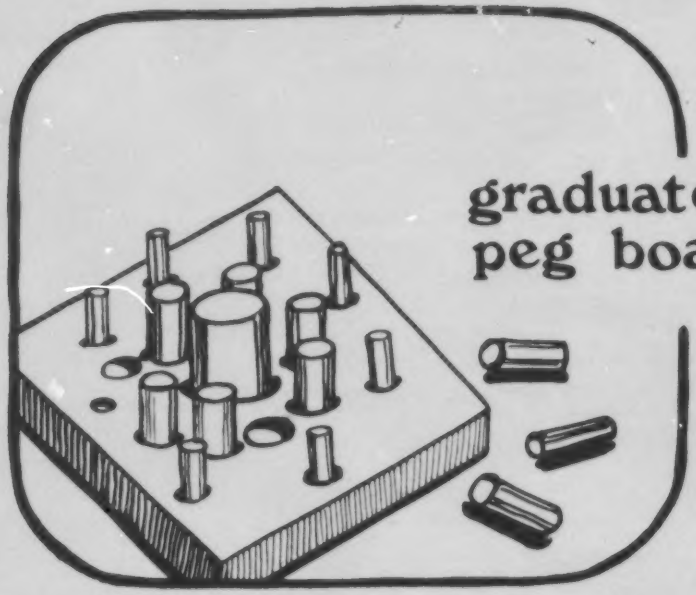
now he pounds with two!
(. . . . .with two hands)

Repeat - Now he pounds with three!
(. . . . .with two hands and stamp one foot)

Repeat - Now he pounds with four!
(. . . . .with two hands and stamp both feet)

Repeat - Now he pounds with five!
(. . . . .with two hands, stamp both feet, shake head up and down)

Repeat - Now he goes to sleep!
(. . . . .imitate sleeping)



graduated peg board

The "Graduated Pegboard" has 17 pegs which are graduated in both length and diameter. The pegs fit into a circular design on a wooden 6½" square board. Both pegs and board are natural finished hardwood.

This toy is helpful in developing eye-hand coordination.

Graduated Pegboard, a product of Whitney Bros. Co., is available from University Publishing Co., 1126 "Q" Street, Lincoln, Nebraska 68501 or call (402) 432-2761.

Catalog Number: LCW 127

Approx. Cost: $7.50

LEARNING THROUGH PLAY

Play is a child's work and should be regarded as an essential ingredient in a young child's day. A child comes to understand about his/her environment and learn about the real world through play.

GUIDELINES FOR PLAY

-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

GRADUATED PEG BOARD

The GRADUATED PEG BOARD can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

TO DEVELOP EYE-HAND COORDINATION AND HAND AND FINGER CONTROL, allow your child to play freely with the pegboard. This enables your child to become familiar with the toy. It also provides you with an opportunity to observe your child's level of ability with the materials.

Demonstrate building a tower with the pegs. Try copying the towers your child builds. Your child will enjoy stacking the pegs on top of each other until they topple!

TO ENHANCE YOUR CHILD'S UNDERSTANDING OF BIG AND LITTLE, try these activities. If this is your child's first experience with arranging objects by size, select only one peg of each size.

Place the three pegs and the empty board in front of your child. Say, "Find the *biggest* peg. Put it here." Point to the biggest hole in the center of the board. Next, ask your child to find the *littlest* peg. Point to one of the little holes. Say, "Put the littlest peg here." To complete the sequence say, "Place the *middle-sized* peg here." Point to one of the middle-sized holes.

Remove the pegs. Now ask your child if he can do this again. Say, "You put the biggest one in," and "You put the littlest peg in."

To continue the activity, leave these three pegs in place on the board. Say, "Can you find another *little* peg? Find another peg just like this one." Repeat directions until all the little pegs are placed in their proper positions.

Continue this same procedure with the middle-sized pegs.

Provide cues when necessary. For instance, you may help your child correct mistakes by using comparisons, such as "This peg is *too big*. Find a *little* peg." Or "This peg is *too little*. Find a *bigger* peg for this hole."

BEGIN TO COMBINE NUMBER AND SIZE CONCEPTS by asking your child to "Put in *one big* peg." Then ask, "Take out *two little* pegs." Continue to practice with numbers as long as your child enjoys this activity.

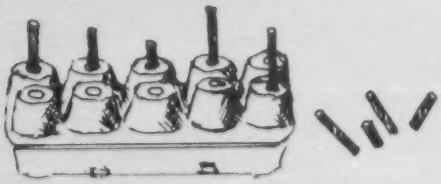
ENCOURAGE YOUR CHILD'S CREATIVITY in this way. Turn the pegboard upside-down. Allow your child to create her own designs using the pegs.

MAKE A PEGBOARD . . .

Use an egg carton and dowels to make a pegboard.

Dowels are inexpensive and can be purchased in a local hardware store. Choose dowels of three different thicknesses. For instance, use dowels of ½-inch, ¾-inch and 1-inch in diameter. Cut the dowels into graduated lengths. Paint with a non-toxic enamel paint if you desire.

Turn the egg carton upside-down. Punch holes in the egg cup sections the same diameters as the dowels. Now your child can have fun poking the dowel pegs in the holes in the egg cartons.



sewing tiles

"Sewing Tiles," an excellent tool for developing eye-hand coordination, offer plenty of opportunities for success. Bright red designs on a white background can be outlined with long threading laces. Both the laces and the tiles are durable and long-lasting.

Sewing Tiles, a Playskool product, are available from University Publishing Company, 1126 "Q" Street, Lincoln, Nebraska 68501 or call (402) 432-2761.

Catalog Number: P593 Approx. Cost: $13.00

LEARNING THROUGH PLAY

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GUIDELINES FOR PLAY

-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

SEWING TILES

SEWING TILES can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

TO DEVELOP EYE-HAND COORDINATION AND FINGER-HAND CONTROL, allow your child to play freely with a sewing tile and threading lace. Free play provides your child a chance to become familiar with the toy.

It also provides you a chance to determine your child's ability with the sewing tiles.

Knot the end of the threading lace. Encourage your child to thread the sewing tile in any way she wishes at first. Observe how your child threads the tile. Does she thread the lace through the holes randomly? Does your child create a pattern as she threads the lace through the holes?

For a beginning activity, offer assistance if your child has difficulty lacing the sewing tile. Hold your child's hand as you guide the lace through each hole.

As your child laces the sewing tile, emphasize what he is doing. Say, for instance, "The lace goes *in* this hole," and *"Pull* the lace *through* this hole."

Next, encourage your child to lace around the edges of the animal picture. This will also provide an opportunity to talk about the animal picture. Describe the animal. For example, if your child is lacing the giraffe tile, talk about the giraffe's long neck and long legs.

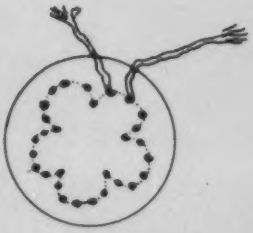
When your child is successful with lacing the tile, demonstrate how you can pull on the lace to make it go backwards out the hole.

NOTE: If your child experiences frustration with the sewing tiles, set them aside. Choose a simpler threading toy next time you visit the ToyBrary. Ask your librarian for the Threading Block.

MAKE YOUR OWN SEWING TOYS . . . . . .

You can use various materials to make sewing tiles. Paper plates, styrofoam meat trays or plastic lids will work fine.

Punch the holes around the edge of the plate, tray or lid. Or you can punch the holes in a simple design. Use a piece of yarn or a shoelace for threading through the holes. If you use yarn, dip the end in glue to stiffen it and make it easier to poke through the holes.



Strawberry baskets (the kind you get at the grocery store) also provide a fun and colorful sewing experience.

Use two or three colors of yarn. Cut the pieces 15-20 inches long. Tie the end of the yarn pieces at the corners of the basket. Your child can create a colorful basket by threading the yarn in and out of the holes.

MAKE A PLANT BASKET

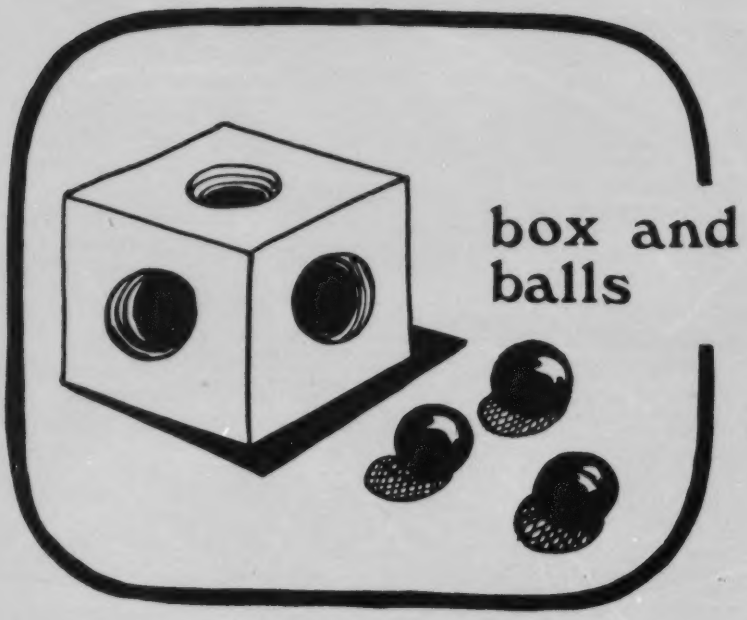
To make a basket to hold a small plant cut the yarn pieces 30-36 inches long. Thread the yarn through the holes as desired. Leave at least 10-12 inches on the end of each string. Gather the ends - one from each corner. Tie a string around the ends. Place a small plant in the basket and hang!

Sewing on fabric is rewarding and fun.

If your child was able to lace the sewing tiles successfully, you may want to try an actual sewing experience. Such an activity should be closely supervised.

The needle should have a blunt end and a large eye (this will make threading it easier). Your child may need some assistance with threading the needle.

Sewing on burlap is good for beginners. Burlap has a loose weave and allows for the needle to pass through easily.



box and balls

"Box and Balls" will provide absorbing play periods for your child. Three concealed tunnels have six openings, with one opening on each side of the plastic cube. The balls disappear into a tunnel and reappear unexpectedly on one of the sides.

The cube and balls are made of sturdy plastic.

Box and Balls, a Creative Playthings product, is available from Kaplan School Supply, 60 Jonestown Road, Winston-Salem, North Carolina 27103 or call toll free 800-334-1980.

Catalog Number: 085-0293

Approx. Cost: $3.75

LEARNING THROUGH PLAY

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GUIDELINES FOR PLAY

-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

BOX AND BALLS

BOX AND BALLS can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

TO STIMULATE YOUR CHILD'S THINKING, allow your child to explore the set of Box and Balls. Free play provides your child a chance to become familiar with the toy.

Talk about what will happen when the ball goes in the hole. Ask your child "Where will the ball go?"

Rotate the cube to different positions. Have your child examine the cube. Ask questions, such as, "Let's put the blue ball in this hole. Which hole will it come out?"

Next, have your child put the blue ball in the hole. Did the ball come out the hole your child guessed? If not, talk about why.

Try again. Repeat the question. "Let's put the blue ball in this hole. Which hole will it come out?"

TO STRENGTHEN COLOR RECOGNITION SKILLS, try these activities.

Begin with a color matching game. Gather a small collection of red, blue and green items. These could be items of clothing, scraps of fabric, pieces of yarn or small familiar objects.

Choose one of the colored balls. Instruct your child to find all the items that are the *same* color as the red ball.

Repeat for the other two colors. Encourage your child to sort the items into groups that are the same color.

Once your child is able to match the colors, you can begin color recognition tasks. Say, for instance, "Put the *blue* ball in the hole."

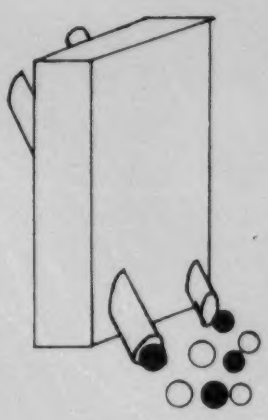
If your child is successful, repeat for the *red* ball and the *green* ball.

When your child is good at this activity, introduce a two-level direction. For example, say "Put the *green* ball in this hole, and then put the *red* ball in."

The next step would be to instruct your child to put all three balls in the hole. Say, "Listen carefully. Put the *blue* ball in this hole, then put the *red* ball in, and then put the *green* ball in."

MAKE A SET OF BOX AND BALLS . . . . . .

You will need a cardboard carton, a collection of balls, and cardboard tubes. You could use either paper towel tubes or mailing tubes. Mailing tubes are inexpensive and come in almost any size.



Cut holes into the box where the tubes are to pass through diagonally from the top of one side to the bottom of the other side. Cut the hole the size of the tubes.

Tape around the holes in the box.

Tape around the ends of each tube.

Put the tubes through the holes. Tape the tubes to the holes if they don't fit snugly.

Now your child can play with her own set of box and balls.

. . . . . .

Your child may enjoy learning this fingerplay -- *Great Big Ball*

"A great big ball.
(Make a circle with arms.)

A middle-sized ball.
(Make a circle with hands.)

A little ball I see.
(Make a circle with finger and thumb.)

Let's see if we can count them
1 - 2 - 3"
(Repeat above actions).

"Kitty in the Kegs" consists of seven colorful, unbreakable kegs . . . Each keg unscrews to form two halves, with the kitty hidden in the smallest keg.

The "Kitty in the Kegs" toy teaches color matching, coordination, and sequencing. A child can try building a tower 14 inches high, or, can nest all seven kegs for easy storage.

Kitty in the Kegs, a Child Guidance Toy, is available from University Publishing Co., 1126 "Q" St., Lincoln, Nebraska 68501.
Catalog Number: CA80 Approx. Cost: $1.75

LEARNING THROUGH PLAY

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GUIDELINES FOR PLAY

-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

KITTY IN THE KEGS

KITTY IN THE KEGS can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

SHOW YOUR CHILD HOW TO PUT TWO OR THREE KEGS INSIDE ONE ANOTHER if this is your child's first experience with a nesting toy. As your child experiences success with two or three kegs you can gradually increase the number.

Allow your child to examine the kegs. She may nest them spontaneously. While nesting three of the kegs, your child may put the smallest keg inside the largest keg, and then discover the middle-sized keg won't fit. Describe for her what is happening. Say, "Oh, it won't go in -- something's blocking it. Try again."

ANOTHER USE OF THESE KEGS IS TO TEACH THE CONCEPTS OF BIG AND LITTLE (or large and small, depending on which you use in your family). Start by using the biggest and the littlest kegs. Say, for example, "Show me the littlest keg. Good! Now, point to the biggest one."

Gradually you can add the in-between sized kegs to teach the meaning of big, bigger and biggest. You can say, "Pick up the biggest keg. Very good! Now find the next biggest keg and put it inside." After a few such cues, your child may complete the sequence by himself.

Use this same procedure to teach the meaning of little, littler and littlest.

Your child can then begin to arrange the kegs from the littlest to the biggest.

NEXT, TRY A COLOR MATCHING GAME. If your child is just beginning to learn color concepts, use only the red, green and yellow kegs. Separate the kegs into halves. As

you pick up one-half of the red keg, say, "Can you find the other half of this red keg? That's right. Good." Continue this same procedure for the other kegs.

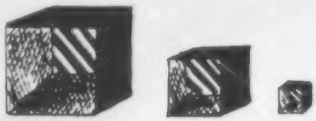
WHEN YOUR CHILD IS FAMILIAR WITH SOME COLORS, TRY THIS GAME. Scatter the entire set of kegs, separated into halves, in front of your child. Say, for example, "See if you can find the ones that are the same color." When your child has chosen the two halves which match, have him screw the two together. If he has selected the matching halves, they will screw together correctly. Otherwise, say, "These two don't fit together. See if you can find the one that is this color."

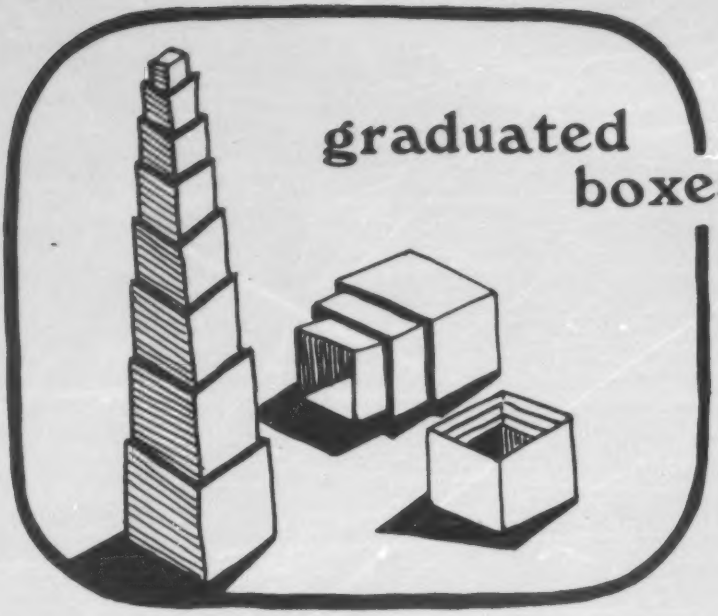
Next, you can place the set of kegs in front of your child. Say, "Point to the red one." Or "Show me the yellow keg." Continue for the other colors.

WITH AN OLDER CHILD WHO KNOWS SOMETHING ABOUT NUMBERS, TRY TEACHING THE CONCEPTS OF HALVES AND WHOLES. Give your child one of the kegs while you hold another. Say, "This is one keg. This is a 'whole'." Unscrew the keg while instructing your child to do the same with his. Explain, "Now we have two parts. These parts are the same size. These parts are called 'halves.' Two halves make a whole." Screw the two parts together as you repeat, "Two halves make a whole." Continue this procedure for the rest of the kegs. Ask your child to show you a half, and then a whole keg.

MAKE YOUR OWN SET OF KITTY IN THE KEGS by choosing four or five various sized boxes with lids. The boxes should fit one inside the other. Place a small object inside the smallest box.

Your child may enjoy decorating the boxes in colors or designs of her choice.





This set of eight sturdy, pliable "Graduated Boxes" may be stacked to form a tower or may be nested in the largest box. These plastic boxes are valuable in exercises involving size, color, discrimination, or sequencing.

Graduated Boxes, a safe toy having no sharp edges, would be an appropriate toy for young children.

Graduated Boxes are available from Developmental Learning Materials, 7440 Natchez Avenue, Niles, Illinois 60648 or call 312-647-7800.
Catalog Number: 304 Approx. Cost: $3.75

LEARNING THROUGH PLAY

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GUIDELINES FOR PLAY

-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

GRADUATED BOXES

GRADUATED BOXES can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

IF YOUR CHILD CAN SIT BY HERSELF AND CAN HOLD OBJECTS, try this game. Put the smallest box inside the largest. Shake it. Demonstrate looking in and reaching into the box. Guide your child to look in, and put her hand inside to touch the small box. Your child will gradually learn to turn the box over to dump the smaller box out.

NOW YOUR CHILD IS READY FOR A SEARCHING GAME. As your child watches, turn the largest box over. Say, "Now I'll take this big box and put it on top of this little box. Where did that little box go?" Encourage your child to look until he finds the little box. (He may need a little help from you at first). Hide the box again and let your child find it on his own. Later he may be able to change roles with you so that he hides and you find.

YOU CAN DEMONSTRATE FITTING TWO OR THREE BOXES INSIDE EACH OTHER.

Allow your child to examine the boxes. She may fit them inside each other spontaneously. While nesting three of the boxes, your child may put the smallest box inside the largest box, and then discover the middle-sized box won't fit. Describe for her what is happening. Say "Oh, it won't go in--something's blocking it. Try again."

TRY NESTING THE BOXES BY COLOR on another occasion. Say to your child, "Put this yellow box inside the blue box." If your child is just beginning to grasp color concepts, use the red, yellow and blue boxes at first. Once your child has become efficient in recognizing these three colors, you can introduce new colors.

ANOTHER USE OF THE NESTING BOXES is to teach the child the concepts of *big* and *little,* (or *large* and *small,* depending on which you use in your family). Start by using the biggest box and the littlest box. Ask, "Show me the littlest box. Good! Now point to the biggest box."

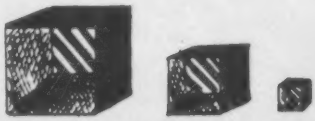
Once your child masters these concepts, you can work on the concepts of big, bigger, biggest. You can say, "Pick up the biggest box. Very good! Now find the next biggest and put it inside." After a few such clues, your child may complete the sequence by himself. Use this same procedure to teach the meaning of small, smaller and smallest.

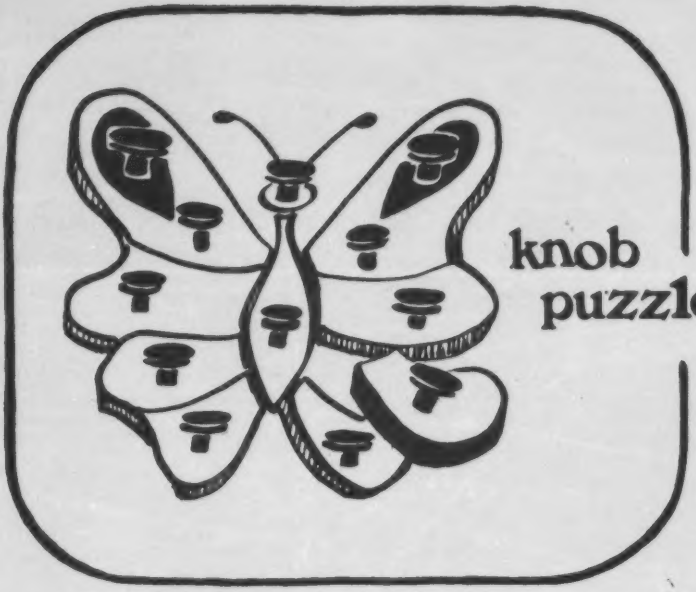
CHANGE THE GAME TO STACKING by using three different sized boxes. While stacking one box on top of the other, explain what you are doing. Say, for example, "We are going to build a tower. See, this box goes here, this box on top, etc." Encourage your child to build a tower. Instead of insisting that she stack them in the proper order, let her examine the boxes and try to build a tower in her own way. You can then describe for her what is happening, and why it works or does not work. As your child experiences success with three blocks, gradually increase the number.

OTHER WAYS TO USE THE BOXES INCLUDE: trace around the edge of the box with your child's finger to encourage tactile awareness. If your child is visually impaired, this will help him to identify the various size boxes.

YOUR CHILD COULD CREATE MANY INTERESTING DESIGNS by placing a box on a piece of paper and tracing around the box. Or, the boxes could be used to stamp interesting shapes in clay or playdough.

TO MAKE A SET OF GRADUATED BOXES, choose four or five boxes of various sizes that will fit one inside the other. Your child may enjoy decorating the boxes in colors or designs of his choice.





knob puzzles

Brightly colored animals come alive in these beautiful large wooden "Knob Puzzles." These puzzles are excellent for a very young child or for a handicapped child, since each puzzle piece has its own easy-to-grasp knob.

The collection includes the following puzzles: Butterfly, Goldfish, Frog, Tucan, Turtle, Sea Horse, Snail, and Lobster. Each consists of 5 to 10 puzzle pieces.

Knob Puzzles are available from Childcraft Education Corp., 20 Kilmer Road, Edison, New Jersey 08817 or call toll free (800) 631-5652.
Catalog Numbers: 7Z 142-149 Approx. Cost: $10.95

LEARNING THROUGH PLAY

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GUIDELINES FOR PLAY

-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

ANIMAL KNOB PUZZLES

KNOB PUZZLES can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

TO DETERMINE YOUR CHILD'S LEVEL OF ABILITY WITH PUZZLES, allow her to play freely with the toy. This provides your child with a chance to become familiar with the puzzle.

Your child may place one or several pieces correctly. Or she may complete the puzzle correctly during free play.

If your child completes the puzzle rather quickly during free play, you may wish to progress to a slightly more difficult puzzle next time.

If your child experiences frustration with the puzzle during the free play, set it aside. Choose a simpler puzzle next time you visit the ToyBrary.

DEVELOP EYE-HAND COORDINATION AND STIMULATE LANGUAGE DEVELOPMENT in this way.

Before removing any puzzle pieces talk about the picture content. If the picture is an animal, for instance, talk about the name of the animal, where it lives, how it sounds or what it eats. With the snowman puzzle, for example, you might say "Look at this snowman. Let's give the snowman a name. OK, we'll call the snowman 'Frosty'. Where does Frosty live? What does Frosty have on his head?" and so on. Other puzzles would provide you with an opportunity to talk about sizes, shapes or colors.

For beginners, remove a single puzzle piece. Have your child replace this single piece. Continue this procedure by next removing two pieces, then three pieces and so on.

Offer assistance if your child has difficulty placing a piece. As you hold your child's hand, rotate the puzzle piece slowly while trying to make the puzzle piece fit the space.

To provide an additional cue have your child trace the edge of the puzzle piece with his finger. Trace his finger around the edge of the space also.

TRY A MORE ADVANCED ACTIVITY NEXT. As your child is completing a puzzle, encourage her to describe the piece she needs to fit a certain space. For example, if your child is working on the "Flower Pot" puzzle, you might ask, "What do you think goes here?" She might say, "The largest green leaf goes here," or "The flower pot fits here." There are numerous opportunities to describe color, size, shape, animals or objects.

GIVE YOUR CHILD DRAWING PAPER AND A PENCIL OR MARKER. Remove the puzzle pieces. Demonstrate how to hold onto the knob as you trace around the puzzle piece. For example, with the "Butterfly" puzzle, trace around the edges to form an outline of a butterfly. Provide your child with crayons or paint and a brush. He could create his own lovely butterfly in this way.

MAKE YOUR OWN KNOB PUZZLE. . .

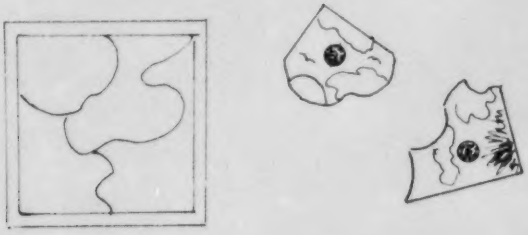
You will need a piece of cardboard, a picture from a magazine or coloring book, and buttons (preferably a round ball-like button).

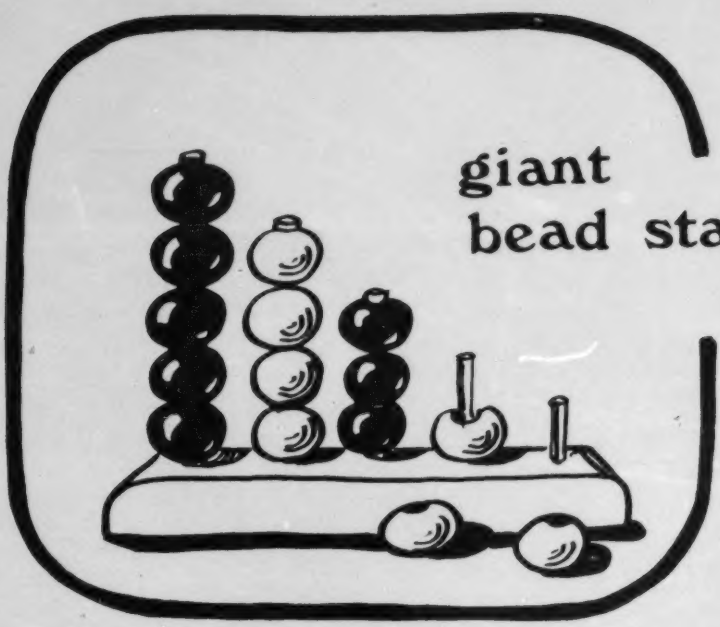
Paste or glue the picture onto the cardboard. The cardboard should be larger than the picture if you wish to have a frame.

Sketch lightly where you will make the cuts on the picture. Then cut the picture into two or more pieces.

Sew a button firmly onto each puzzle piece. This will serve as a small knob for grasping the pieces.

Your child may enjoy making a puzzle herself by cutting large shapes or along a simple curve.





The "Giant Bead Stair" provides an introduction to number and color concepts. The brightly colored beads are large and easy for a child to grasp and fit over the rods of graduated sizes. This toy is self-correcting and will give the child a feeling of accomplishment while learning.

Giant Bead Stair is available from Childcraft Education Corp., 20 Kilmer Road, Edison, New Jersey 08817 or call toll free 800-631-5652.
Catalog Number 7X351 Approx. Cost: $12.95

LEARNING THROUGH PLAY

Play is a child's work and should be regarded as an essential ingredient in a young child's day. A child comes to understand about his/her environment and learn about the real world through play.

GUIDELINES FOR PLAY

-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

GIANT BEAD STAIR

GIANT BEAD STAIR can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

TO DEVELOP EYE-HAND COORDINATION AND HAND AND FINGER CONTROL, allow your child to place the beads on the rods, any way he likes, regardless of color. Allowing your child to explore the toy freely will enable him to become familiar with it. This also provides you with an opportunity to observe your child's level of ability with the toy.

Use the giant beads for stringing on a shoelace. This activity is especially appropriate if your child becomes easily frustrated trying to string smaller beads.

TO HELP YOUR CHILD UNDERSTAND NUMBER CONCEPTS, try these activities. It is important to realize that a true understanding of number concept is something your child develops from her own experiences. Provide your child with a variety of experiences with counting real things. Children gain understanding not from these objects alone, but from their *own actions* on these objects.

Place the bead frame in front of your child so the shortest rod is on the left. Remove all the beads from the frame.

Pick up the white bead. (Color of beads may vary depending on brand of toy being used). Instruct your child to place the white bead on the shortest rod. In the beginning you may need to point to the white ball and the short rod.

Next, pick up one of the green beads. Ask your child to find the other green bead. Say, "Find the green bead. Place it here." Point to the appropriate rod if necessary.

Continue this same procedure for the remaning beads.

Give your child less help as you go through this activity the second and third times. Encourage your child to select the appropriate beads for the rods. Help your child if necessary.

Count together as your child places the beads on the rods. Counting will reinforce your child's concept of the numbers one through five.

TO DEVELOP YOUR CHILD'S NUMBER VOCABULARY, ask questions such as, "Which rod has three beads?" "Which rod has the *most* beads?" "Give me two beads."

TRY A COLOR MATCHING GAME. Mix up all the beads in a container. Have your child sort them into groups that are alike.

Gradually your child will learn to say the names of the colors. Now you can make the game more complicated and say, "Give me three yellow beads and two green beads," or some other combination.

MAKE YOUR OWN COUNTING TOY

TO MAKE A COUNTING BEAD TOY, glue brightly colored chenille balls on heavy cards. (Chenille balls are the fuzzy cotton balls used as decorative trim.)

Your child is to match the same number of balls to the balls on the card.

YOUR CHILD MAY ENJOY LEARNING "Five Little Monkeys" -- a favorite of young children!

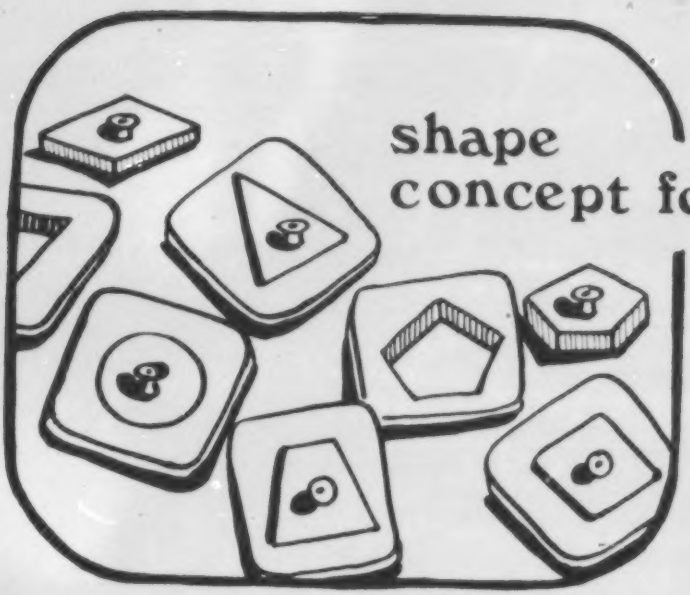
Five little monkeys jumping on the bed.
(Tap fingers of one hand on palm of other).

One fell down and bumped his head.
(One finger "falls down" off hand).

Mama called the doctor and the doctor said
(Use index finger to dial phone).

"No more monkeys jumping on the bed!"
(Shake finger).

Repeat with 4, 3, 2 and 1 monkey.



shape concept forms

Cut-out forms, representing eight common geometric shapes, describes the set of "Shape Concept Forms." For each cut-out there is a corresponding colored inset, with a knob to facilitate handling. Children can use the cut-outs and insets for tracing, or can fit them together like puzzles.

Matching the inset with its corresponding cut-out form allows children to compare the shapes for likenesses and differences.

Shape Concept Forms are available from Childcraft Educational Corp., 20 Kilmer Road, Edison, New Jersey 08817 or call toll free 800-631-5652.

Catalog Number: 7X272

Approx. Cost: $31.95

LEARNING THROUGH PLAY

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GUIDELINES FOR PLAY

-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

SHAPE CONCEPT FORMS

SHAPE CONCEPT FORMS can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

INTRODUCE THE SET OF SHAPE CONCEPT FORMS TO YOUR CHILD. Begin with the simple shapes--circle, square, triangle and rectangle. Allow your child to play freely with the shapes and forms. This provides your child a chance to become familiar with the materials. Later you may wish to present the remaining shapes and forms.

During this free play, notice if your child attempts to match the shapes to the appropriate forms. Also note if your child says the names of the shapes. It will be helpful to know your child's ability when you begin the following activities.

TO STIMULATE LANGUAGE EXPRESSION, talk about the shapes. Name the shapes. Encourage your child to repeat the names. Look around the rooms of your house. Encourage your child to find objects with similar shapes. Perhaps your child will find something round, like an orange. Talk about round things.

It is important for your child to have the opportunity to touch and handle objects. By handling round objects, such as a ball, a button, a penny or a cookie, your child will better understand the concept of a circle. Shoeboxes, cereal boxes, books or greeting cards are examples of rectangular items that your child could hold in his hand.

Apply this activity to the other shapes included in the set.

TO DEVELOP EYE-HAND COORDINATION AND FINGER HAND CONTROL, try the following activities. Start with the circle shape and form. Remove the shape from the form. Have your child replace the shape. Continue this same procedure for the square, triangle and rectangle. When your child is successful with these forms add the remaining shapes and forms.

Offer assistance if your child has difficulty placing the shapes in the forms. Hold your child's hand. Rotate the shape slowly while trying to make the shape fit into the forms.

A MORE ADVANCED FINGER CONTROL ACTIVITY would be using a pencil to trace around the outside of the shapes or within the forms. Tracing inside the forms is easier since the form stops the hand from drifting. Demonstrate to your child how to hold onto the knob as you trace around the shape. Your child could then use the tracings as a basis for a creative drawing.

TO STRENGTHEN MATCHING SKILLS, begin with the circle and square forms. Remove the shapes. Point to the circle form. Ask your child to "Find the circle and put it here." Then point to the square form. Instruct your child to "Find the square and put it here."

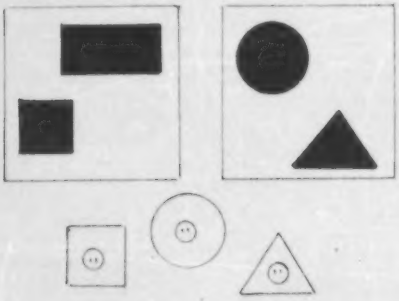
Next, place three sets of shapes and forms in front of your child. Scramble the shapes. Repeat the directions suggested above.

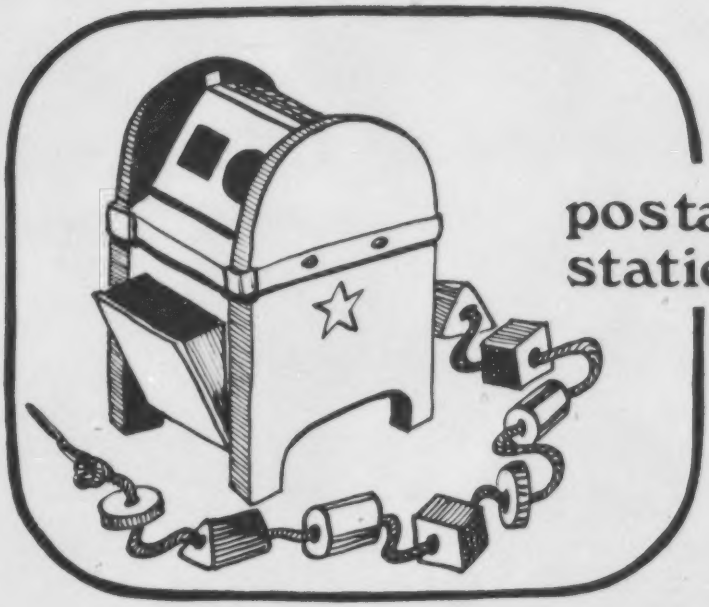
MAKE A SET OF SHAPE CONCEPT FORMS

To make a set of shape concept forms, trace around the shapes and forms onto a heavy cardboard. Cut out the shapes and forms.

You can sew a button (preferably a round ball-like button) onto the shapes. Your child could use the button for grasping the shape and matching the shapes to the forms.

Templates





postal station

A bright and colorful "Postal Station" will help your child develop perceptual accuracy. The challenge of this toy is to match a variety of wooden blocks to the proper shaped openings. Blocks are recovered by opening the storage bin so play can start over again.

The Postal Station is durable, washable, and non-toxic.

Postal Station, a Playskool product, is available from Constructive Playthings, 1040 E. 85th Street, Kansas City, Missouri 64131.
Catalog Number: PL-460 Approx Cost: $8.20

LEARNING THROUGH PLAY

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GUIDELINES FOR PLAY

-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

POSTAL STATION

The POSTAL STATION can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

INTRODUCE THE POSTAL STATION TO YOUR CHILD by allowing him to play freely with the materials. This enables your child to become familiar with the toy.

Observe how your child uses the shapes. Your child may wish to use the shapes as blocks for stacking, or, as beads for stringing. Note if your child says the names of the shape or colors. Does your child attempt to match the shapes to their openings? It will be helpful to know your child's ability when you begin the following activities.

TO STIMULATE LANGUAGE EXPRESSION, talk about the shapes. Name the shapes. Encourage your child to repeat the names. Look around the rooms of your house. Encourage your child to find objects with similar shapes. For example, your child may find an orange. Talk about how it is round. Or, your child may find a box that is square. Talk about this.

It is important for your child to have the opportunity to touch and handle objects. By handling round objects, such as a ball, a button, a penny or a cookie, your child will better understand the concept of a circle. Shoe boxes, cereal boxes, books or greeting cards are rectangular items that your child could hold in her hand.

Apply this idea to the other shapes included in the Postal Station.

YOUR CHILD CAN PRACTICE FINGER-HAND COORDINATION by pushing the shapes through the slots and then opening the storage bin to retrieve them.

Begin with just a few shapes. Place the shapes in front of your child. Hand the cylinder shape to your child. Direct him to put the cylinder shape in the circular opening. Point to the circular opening.

Offer assistance if your child has difficulty placing the shapes in the openings. Hold your child's hand. Rotate the shape slowly while trying to make it fit into the opening.

Introduce the remaining shapes one at a time. Continue to provide cues as necessary.

The next step would be to encourage your child to match the shapes to the openings without your cues.

TO DEVELOP EYE-HAND COORDINATION AND FINGER CONTROL, your child may enjoy stringing the "beads". At first let your child put the beads on the string in any way she wishes.

Later you can divide the set of beads evenly so that you have a set, and your child has a set. You can demonstrate patterns with your set. For example, place two beads from your set on a string. Instruct your child to place the same beads from her set on her string. As your child is successful with a two bead pattern, increase the number of beads used.

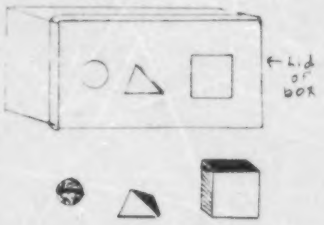
MAKE A SHAPE SORTING BOX . . . . . .

To make a shape sorting box, you will need a box (with a lid) and several small items. A shoe box is excellent.

Find three or four small objects. A ball, block, spool or plastic container are a few suggestions.

Lay each object on the box lid. Trace around the object. Cut the holes in the lid to fit the objects. Reinforce the edges with tape.

Your child can enjoy dropping the shapes into her own shape sorting box.



TOYS THAT ENCOURAGE EXPLORING

A "Bag of Shapes" not only allows for the development of visual and tactile sorting and matching skills, but also encourages creative expression. A drawstring bag contains 20 brightly colored hardwood pieces, including 2 each of 10 different shapes.

Bag of Shapes, a Lakeshore product, is available from University Publishing Co. 1126 "Q" Street, Lincoln, Nebraska 68501 or call (402) 432-2761.

Catalog Number: WB 606

Approx. Cost: $5.95

LEARNING THROUGH PLAY

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GUIDELINES FOR PLAY

-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

BAG OF SHAPES

The BAG OF SHAPES can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

TO ENCOURAGE CREATIVE EXPLORATION, allow your child to play freely with the bag of shapes. This enables your child to become familiar with the materials.

Observe how your child manipulates the shapes. Note if your child attempts to match the shapes that are alike. Does your child say the names of any shapes or colors? It will be helpful to know your child's ability when you begin the following activities.

TO STIMULATE LANGUAGE EXPRESSION, talk about the shapes. Name the shapes. Encourage your child to repeat the names. Look around the rooms of your house, encouraging your child to find objects with similar shapes. Talk about these objects.

It is important for your child to have the opportunity to touch and handle objects. By handling round objects, such as, a ball, a button, a penny or a cookie your child will better understand the concept of a circle.

Try looking around the house again. This time talk about *colors* instead of shapes. Talk about things in the kitchen, for example, that are red, yellow or blue. Ask your child to point to something that's blue or yellow or red.

TO ENHANCE YOUR CHILD'S TACTILE AWARENESS, try these activities. Place a ball shape in your child's hand. Encourage your child to describe how it feels. You may need to help by offering cues, such as, "Does the ball feel hard or soft?"

Place the other ball in your child's other hand. Compare the balls. Encourage your child to tell if the balls are *alike* or the *same.* Next have your child close her eyes as she feels the shapes.

Repeat this activity with the other shapes. Present the more common shapes first, such as, the cube, rectangular shape, triangular shape, and oval shape. Introduce the remaining shapes when your child is familiar with the common shapes.

Once your child is able to describe how the two shapes are alike, you can present shapes that feel *different*. Repeat the directions suggested above.

TO STRENGTHEN MATCHING SKILLS, select several of the shapes and place them in front of your child. Choose one of the shapes and then say, "Find a shape that is just like this one." If your child is successful try another shape.

Divide the shapes evenly into two sets. Begin with the common shapes. Place one set in the bag and the other set in front of your child. As you place a shape in your child's hand say, "Here, feel this cube. Now reach inside the bag. Can you find one that feels the same?"

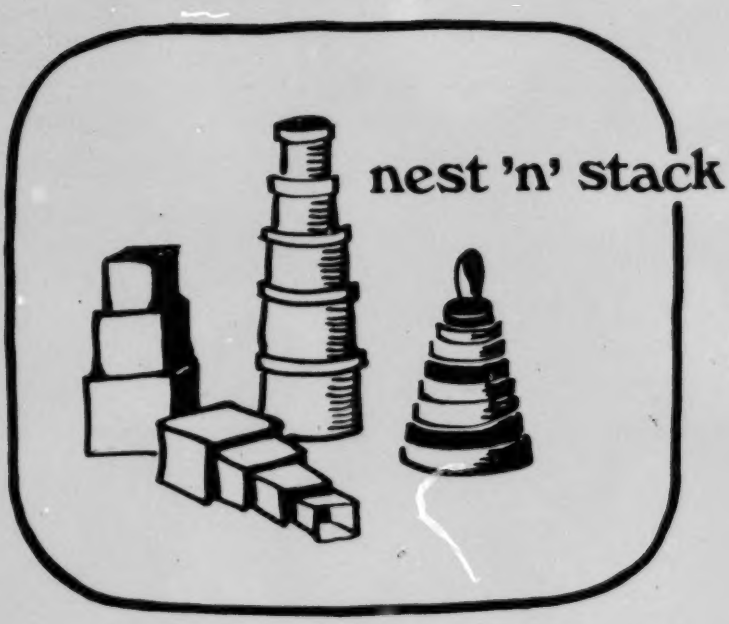
Allow your child to look in the bag when he first begins this game. As your child is successful you can then encourage him to try it without peeking.

If your child pulls out a wrong shape say, for example, "Do they feel the same?" "No, this one is round and this one has corners." "Put this one here and try to find one that feels the same."

MAKE A BAG OF SHAPES . . . . . .

Collect two each of a variety of objects: balls, buttons, coins, blocks, boxes, spools, plastic bottles or containers.

Place the items in a drawstring bag. Your child will enjoy doing the above activities with his own set of shapes.



"Playtime Nest'n'Stack" contains a bright nesting tower with a dozen pieces, eight colorful nesting boxes, and a half dozen nesting cups with nesting lids. "Nest'n'Stack" will provide many learning experiences for a child, such as, sequencing, eye-hand coordination, color recognition, sorting and even an opportunity for imaginative play. "Nest'n'Stack" is durable, washable and non-toxic.

Playtime Nest'n'Stack, a product of Ambi Toys, is available from Childcraft Education Corp., 20 Kilmer Road, Edison, New Jersey 08817.
Catalog Number: 7M 418 Approx. Cost: $2.30

LEARNING THROUGH PLAY

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GUIDELINES FOR PLAY

-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

PLAYTIME NEST 'N' STACK

PLAYTIME NEST'N' STACK can be used in various ways with children of all ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

IF YOUR CHILD CAN HOLD OBJECTS PLACED IN HIS HAND, you can offer him the bigger rings or containers to help him develop his ability to grasp objects. When your child is good at grasping, he can then practice reaching out and picking up the bright container.

TO ENCOURAGE YOUR CHILD TO ROLL OVER TO HER SIDE, place one or two containers next to her while she is lying in her crib or on the floor.

AS YOUR CHILD DEVELOPS PHYSICAL DEXTERITY, you can try new games. Put the smallest container inside the largest. Shake it. Demonstrate looking in and reaching into the container. Guide your child to look in, and put his hand inside to touch the small container. Your child will gradually learn to turn the container over to dump the object out. The next step is learning to reach in and take the small container out.

YOU CAN DEMONSTRATE BUILDING A TOWER by using three different sized containers or boxes. While stacking one object on top of the other, explain what you are doing. Say, for example, "We are going to build a tower. See, this one goes here, this one goes on top, etc." Encourage your child to build a tower. Instead of insisting that she stack them in the proper order, let her examine the objects and then try to build a tower in her own way. You can then describe for her what is happening, and why it works or does not work.

CHANGE THE GAME TO NESTING when your child has had lots of fun stacking the boxes or containers. If this is your child's first attempt at nesting objects, you will want to begin with only three objects. As he experiences success

with three objects, you can gradually increase the number. Allow him to examine the objects. He may nest them spontaneously. While nesting three of the boxes, your child may put the smallest box inside the largest box, and then discover that the middle-sized box won't fit. Describe to him what is happening. Say, "Oh, it won't go in--something's blocking it. Try again."

TRY NESTING OBJECTS BY COLOR on another occasion. Say to your child, "Put the yellow box inside the blue box," or "Slide this blue ring on top of the green ring." When your child has become efficient in color recognition, you can ask her to identify the colors during the game.

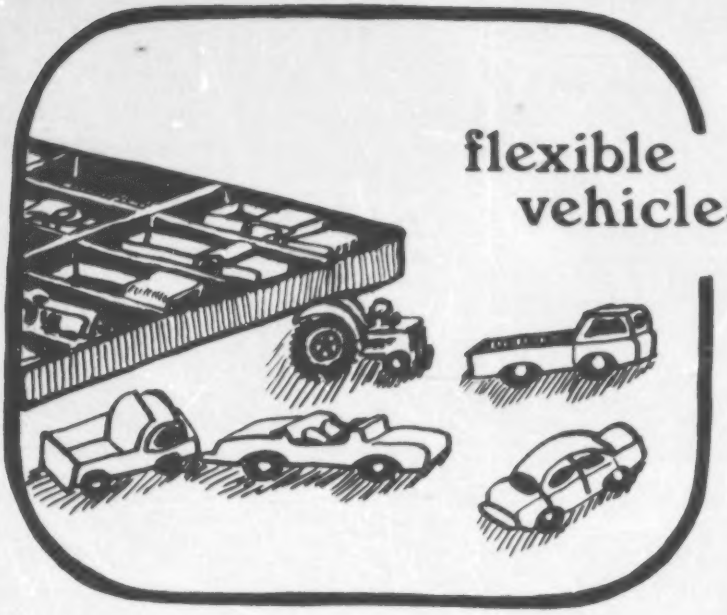
BEGIN TO INCORPORATE THE CONCEPTS OF BIGGEST AND LITTLEST by arranging two or more containers in a row from smallest to largest. Ask, "Show me the littlest one," or, "Point to the biggest one." When you are using the stacking ring toy, you can say, "Pick up the biggest ring. Good! Now find another big ring and put it on the pole." After a few such cues, your child may complete the sequence by himself.

MIX UP THE THREE SETS OF OBJECTS AND TRY A SORTING GAME. If this is the first time for a sorting game, remember to start with only a few different items. As your child is successful, you can gradually increase the number of items. Mix up the objects and say, " See if you can find the ones that are alike." Your child may choose to sort objects by color. Or, she may choose to sort by size or shape.

A NEST 'N' STACK YOU CAN MAKE...

To make a Nest'N' Stack, find three or four cartons, cans, or boxes that can nest inside each other. If using cans, be sure to smooth any rough edges. If you use cartons or cans, you may wish to cover the containers with contact paper. You can also use various size lids from jars. Some very nice and colorful plastic lids can be found on spray cans.

Measuring cups and spoons are good for nesting and learning about size. And of course, pots and pans are the nesting toys preferred by young children the world over.



flexible vehicles

These small cars and trucks are completely unbreakable, and are made of a soft, non-toxic vinyl. They can be bent and are quite durable. The cars and trucks are fully washable, and have rust-free axles and no loose parts.

This set contains 36 vehicles of various models.

Flexible Vehicles, from Tomte Toys, is available from Constructive Playthings, 1040 East 85th Street, Kansas City, Missouri 64131 or call (816) 444-4711.

Catalog Number: R17500

Approx Cost: $18.95

LEARNING THROUGH PLAY

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GUIDELINES FOR PLAY

-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

FLEXIBLE VEHICLES

FLEXIBLE VEHICLES can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

TO ENCOURAGE CREATIVE EXPLORATION, allow your child to play freely with the cars and trucks. Free play provides an opportunity for your child to play imaginatively.

Additional props will enhance your child's imaginative play. If available, provide building blocks, toy people or miniature traffic signs.

Observe how your child plays with the small vehicles. You may be able to expand on some of the ideas your child displays.

TO DEVELOP FINGER-HAND CONTROL, stretch wide masking tape on the floor. Wind the tape around, up and down. Your child can roll the cars and trucks along this "street."

Use long pieces of wood to build a ramp, bridge or tunnel. Your child can drive the cars and trucks *up* the ramp, *down* the ramp, *over* the bridge and *through* the tunnel. Your child may suggest other places to "drive" the vehicles.

TO STIMULATE LANGUAGE EXPRESSION, talk about the different types of cars and trucks. Ask your child, "Who drives a *car?*" "What is the farmer pulling *behind* the *tractor?*" "What is carried *in* the *dump truck?*" and so on.

To reinforce this discussion, be aware of the vehicles around you when you are on the road. This would be an excellent game to play with your child when you are on a long car trip.

Take an imaginary trip in one of the cars. Where would you go? How long would you stay? What places would you visit? What people would you visit? and so on.

Flexible vehicles also provide an opportunity to talk about safety. Discuss the proper way to cross a street; why we have stop signs; and why we must follow the traffic rules.

TO DEVELOP COLOR MATCHING SKILLS, place a *red* car in front of your child. Ask your child "Find a *red* car. Find a car that is the *same color."*

Encourage your child to sort the vehicles into groups that are alike.

TO STRENGTHEN COUNTING SKILLS, try these activities. Count the red cars. Count the blue cars. Count the yellow cars. Count the green cars. Point to each car as you count them together.

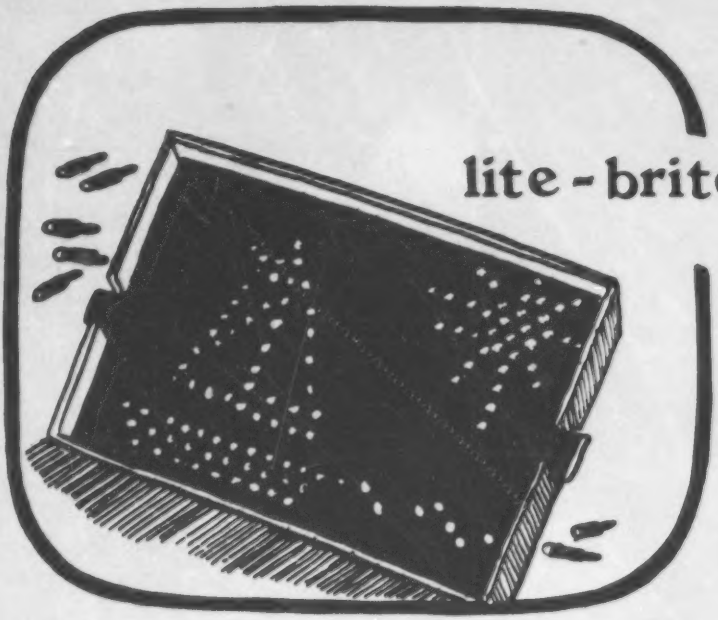
INDIVIDUAL CARS AND TRUCKS can be purchased at most dime-stores or discount stores for under $1.00. A variety of small vehicles would provide your child with many hours of fun and learning.

"PRESCHOOL CHILDREN IN TRAFFIC" is the name of an excellent parent's guide on safety. The set includes a Parent's guide for action and four story booklets written for a young child.

The materials are available from the American Automobile Association for $.50.

If interested, contact the AAA in your community.

lite-brite



"Lite-Brite" adds a new dimension to pegboard skills. Puncturing a thin black paper on the face of the board allows a light within the box to shine brightly through the various colored pegs. The "Lite Brite" set comes with translucent pegs, pre-printed design sheets, and blank sheets so that children can create their own designs.

Lite Brite is available from Developmental Learning Materials, 7440 Natchez Avenue, Niles, Illinois 60648 or call (312) 647-7800.

Catalog Number: 130 Approx. Cost: $12.50

LEARNING THROUGH PLAY

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GUIDELINES FOR PLAY

-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

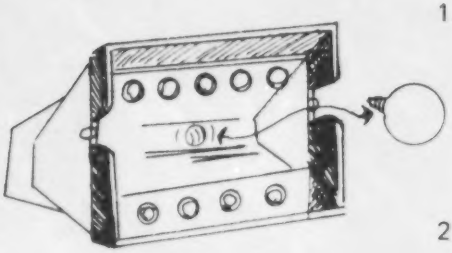
-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

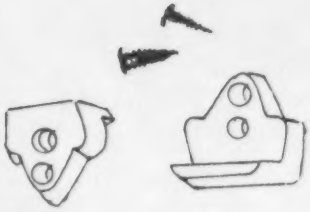
-Positive reinforcement is important.

LITE-BRITE

LITE-BRITE can be used in different ways with children beyond four years of age. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

LITE-BRITE INSTRUCTIONS -- CAUTION: ELECTRIC TOY. This toy is not recommended for children under four years of age. The toy is electric and the pegs are quite small and could be easily swallowed by a young child. As with all electrical products, precautions should be observed during handling and use to prevent electric shock.





1. The socket of the Lite-Brite console accepts only a small, candelabra base bulb. Do not use a light bulb larger than 25 watts.
2. Make sure your Lite-Brite console is unplugged. Remove the screen.
3. Insert bulb into socket.
4. Place the peg screen on the console.
5. Locate screws and picture alignment brackets. Fit the lip of each bracket over the edges on the peg screen. Using a small Phillips screwdriver, screw the two small screws into the recessed hole.

6. Slide guide sheet onto screen. Secure under picture alignment brackets.
7. Move guide sheet slightly until you see the star through the hole on the picture bracket. Push a peg through the hole and paper to hold guide sheet in place. Now move the sheet slightly on the other side until you align the star with the bracket. Place a peg in the hole.
8. Insert plug into a wall outlet.
9. Insert the colored pegs through the paper into the peg screen as far as they will go.
10. For guide sheets, use black construction paper measuring 9 inches by 11-¾ inches.

TO ENCOURAGE CREATIVE EXPLORATION, allow your child to create designs using the colored pegs. This provides your child a chance to become familiar with the Lite-Brite. It also enables your child to express herself in a creative way.

Observe how your child handles the pegs.

Does your child place the pegs on the screen in patterns or randomly? Note if your child identifies the colors of the pegs.

If your child experiences frustration with placing the small pegs, set it aside. Choose a different type of peg board the next time you visit the ToyBrary. Ask your librarian for the Graduated PegBoard or the Peg Grading Board.

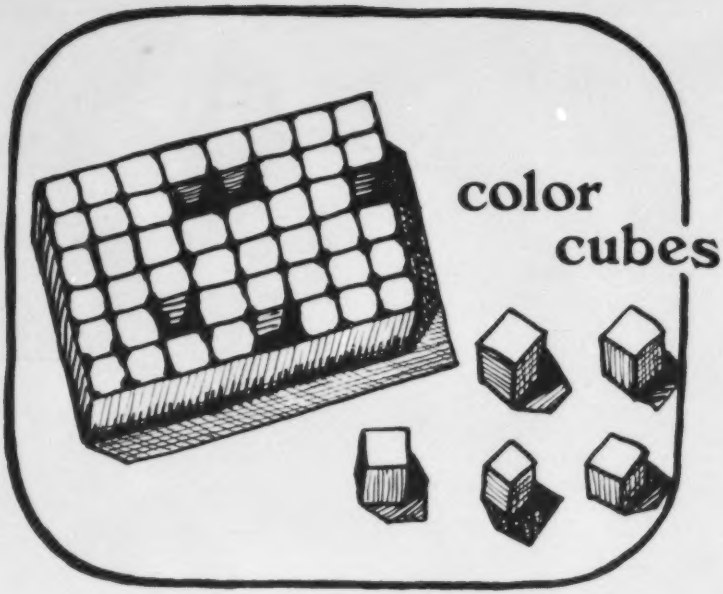
TO DEVELOP EYE-HAND COORDINATION AND FINGER-HAND CONTROL, try these activities. Encourage your child to insert the pegs through the paper. Push the pegs into the screen as far as they will go.

Allow your child to place the pegs in any order when he first begins.

Next, demonstrate simple patterns. For example, place a few pegs in a row, horizontally. Add several pegs, vertically. Ask your child to copy the pattern.

Gradually increase the number of pegs used. Increase the complexity of the pattern also.

Change roles. Now you copy the patterns that your child demonstrates. This will help you child feel important.



"Colored Inch Cubes" have numerous uses: color recognition, visual perceptual exercises, the creation of imaginative designs, and development of arithmetic skills. The set consists of 96 multi-colored, non-toxic cubes with rounded edges for safe handling.

Colored Inch Cubes are available from Developmental Learning Materials, 7440 Natchez Avenue, Niles, Illinois 60648 or call (312) 647-7800.
Catalog Number: 110 Approx. Cost: $9.25

LEARNING THROUGH PLAY

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GUIDELINES FOR PLAY

-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

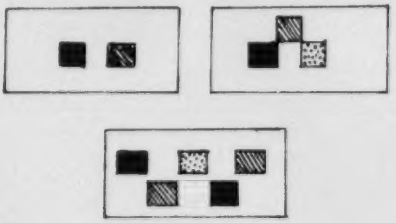
COLORED INCH CUBES

COLORED INCH CUBES can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

TO IMPROVE FINGER AND HAND CONTROL AND EYE-HAND COORDINATION, build a tower of blocks together. Start by building a tower of only three or four cubes. Increase the number of cubes gradually. Your child will enjoy piling the cubes on top of each other until the tower topples.

TO DEVELOP YOUR CHILD'S SKILLS IN COPYING PATTERNS, try this activity. Lay two cubes in front of your child. Give your child a container of cubes. Say, "Look at this row of cubes. You make a row of cubes to look just like mine. Put your row here. Good!" Help your child as she needs it, then encourage her to try on her own.

Increase the number of cubes as your child is successful with the two-cube pattern. You can vary the complexity of the pattern by placing the cubes in various horizontal and vertical positions.



TRY A COLOR MATCHING GAME. In a small container put two cubes each of red, yellow and blue. Pick up a red cube. Say, "Can you find the other red cube? That's right. Good!" Continue this same procedure for the other cubes.

When your child has become good at matching these three colors, you can introduce the green, orange and purple cubes.

IF YOUR CHILD IS ABLE TO RECOGNIZE COLORS BY THEIR NAMES, try these activities.

The first activity will help your child understand how objects relate to each other in space. Instruct your child to "Place the red cube *beside* the blue cube." "Put the yellow cube on the red cube." As your child becomes able to follow one-step directions, increase the directions to two steps. "Place the green cube *on* the orange cube and then put the two cubes *under* the table."

Next, try a memory game by placing two or more cubes in front of your child. Say, for example, "Look. Here are two cubes. Can you tell me what color this cube is? And this one? Very good!" Then say, "Now, you close your eyes while I hide one of the cubes in this box." Hide one of the cubes. After the child opens his eyes ask, "Which cube is in the box?" After the child gives an answer, remove the lid and allow your child to look in the box.

TO DEVELOP MATH READINESS, place three cubes of the same color in front of your child. In a small container place 5 cubes of the same color. Say to your child, "Take out the same number of cubes as I have here," or "You make a row of cubes just like mine." Note how your child makes his row of cubes.

If your child is able to match the cubes in a one-to-one manner, try a counting exercise. Point to each cube as you say, "One, two, three."

With the cubes still in front of your child, say "Give me one cube. Fine!" And then, "Now put two cubes here." And so on. Continue to add cubes as your child becomes familiar with number concepts.

TO ENCOURAGE THE CREATION OF IMAGINATIVE DESIGNS, divide the set of cubes in half. Encourage your child to use the cubes to build or create a design. Emphasize that the design or construction can be anything your child wants it to be. Encourage talking while your child creates her design. (You may wish to imitate your child's design with the other half of the cubes.)

jumbo animal dominoes

"Jumbo Animal Dominoes" can be played by matching colors or animals. These dominoes will help develop skills of perception and classification.

The set includes 28 durable hardwood dominoes with pictures of various animals.

Jumbo Animal Dominoes, a Playskool product, are available from Constructive Playthings, 1040 East 85th Street, Kansas City, Missouri 64131 or call (816) 444-4711.

Catalog Number: PL316 Approx. Cost: $9.75

LEARNING THROUGH PLAY

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GUIDELINES FOR PLAY

-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

JUMBO ANIMAL DOMINOES

JUMBO ANIMAL DOMINOES can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

TO DEVELOP FINGER-HAND COORDINATION, allow your child to play freely with the domioes. This provides your child chance to become familiar with the dominoes.

During free play, note if your child attempts to match the animal pictures. It will be helpful to know your child's ability when you begin the matching game.

TO STIMULATE LANGUAGE EXPRESSION, talk about the animal pictures. Name the animals. Encourage your child to repeat the names. You can ask questions, such as, "What sound does the dog make?", "Why does a rabbit hop?", or "What do horses eat " "Which animals live on a farm?" and so on.

TO STREGTHEN MATCHING SKILLS, begin with just a few dominoes. Place the dominoes in front of your child, picture side up.

To start, choose a dominoe with two pictures of the same animal. Ask your child to "Find a dominoe that has a picture of a horse--like this one." Point to the picture of the horse. Have your child place the dominoes so the matching pictures are end to end.

Repeat the directions. Continue to match animal pictures until all the dominoes are used. Gradually increase the number of dominoes. Encourage your child to match the animal pictures without your verbal cues.

Another time, play the game by matching coiors rather than animals. Follow the directions suggested above.

TO PLAY A GAME WITH SIMPLE RULES, divide the dominoes evenly between you and your child. Turn all the dominoes picture side down. Place one dominoe facing up.

Now you and your child can take turns turning over dominoes to try to match the pictures. The matching pictures are placed end to end.

Allow your child to vary the rules if she wishes.

MAKE YOUR OWN DOMINOES . . .

To make your own dominoes, cut pieces of cardboard 2 inches by 4 inches. Index cards would be a good size too. Draw a line down the center of each card. Sketch pictures of animals or various types of flowers onto the cards. Leave some of the spaces blank.

If you do not care to draw the pictures, for less than $1.00 you could buy colorful stick-on-seals at the local department store or school supply. A variety of seals come in a package. You could make a complete set of dominoes with one package of seals.

For a visually impaired child, cut small circles of sandpaper or Velcro (can be purchased in a fabric store). Arrange the "dots" onto the cards in various combinations. Your child will be able to match the dots by touch.

The "Sorting and Order Kit" is a complete and highly versatile kit for sorting and classifying acitivities. Through touch, a child can sort a wide assortment of beads, cubes, tiles, discs or various other items.

The "Sorting and Order Kit" is an excellent tool for a visually impaired child. Through touch, a child can sort by size or shape.

Sorting and Order Kit, by Invicta, is available from University Publishing Company, 1126 "Q" Street, Lincoln, Nebraska 68501 or call (402) 432-2761.

Catalog Number: NV1275 Approx. Cost: $25.00

LEARNING THROUGH PLAY

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GUIDELINES FOR PLAY

-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

SORTING AND ORDER KIT

SORTING AND ORDER KIT can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

TO ENCOURAGE CREATIVE EXPRESSION, allow your child to play freely with the Sorting and Order Kit. Free play enables your child to become familiar with the materials.

Place a selection of the sorting materials in the large section of the tray. Observe how your child plays with the assortment. Does your child use the materials for creating designs or patterns? Note if your child attempts to match the materials by either color or shape. It will be helpful to know your child's ability level when you introduce the activities.

TO STIMULATE LANGUAGE EXPRESSION, talk about the various shapes and colors.

Feel the shapes. Name the shapes. Encourage your child to repeat the names. Ask your child to locate objects around the house with similar shapes.

Next, talk about color. Name the colors. Look at the red tiles or beads as you talk about the color red. Ask your child if he is wearing anything red, or blue or yellow.

TO LEARN SORTING AND MATCHING SKILLS, place a selection of sorting materials in the large section of the tray.

Place a *square* in one of the smaller sections. Ask your child to find the other *squares* and have them "come join the lonely square and keep him company".

Start the activity again. This time your child will sort by color. Place a *yellow* disc in the tray. Ask your child to place all the *yellow* items in the same section.

Continue to place various items in the tray sections. Encourage your child to sort the items into groups that are alike. If your child is visually impaired, guide his hand when he needs help finding a matching shape.

TO PRACTICE EYE-HAND COORDINATION AND FINGER-HAND CONTROL, try these activities.

Demonstrate stacking the square tiles. Encourage your child to stack the tiles, one on top of another.

Another activity is designing patterns. Place several of the round discs in front of your child. Place the discs on a flat surface. Now arrange the discs in a pattern. Ask your child to imitate the pattern. Picking up the discs helps your child to develop finger control.

Later, demonstrate fitting the pegs inside the beads. At first allow your child to fit the pegs to the beads regardless of color. When she seems ready, encourage your child to match pegs and beads of the same color.

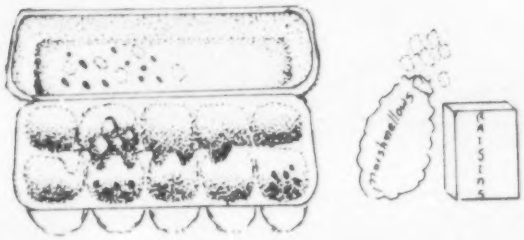
Your child could also try stringing the beads. Note, however, that the hole in the beads is quite small. Only attempt this activity if your child has experienced success stringing other small beads.

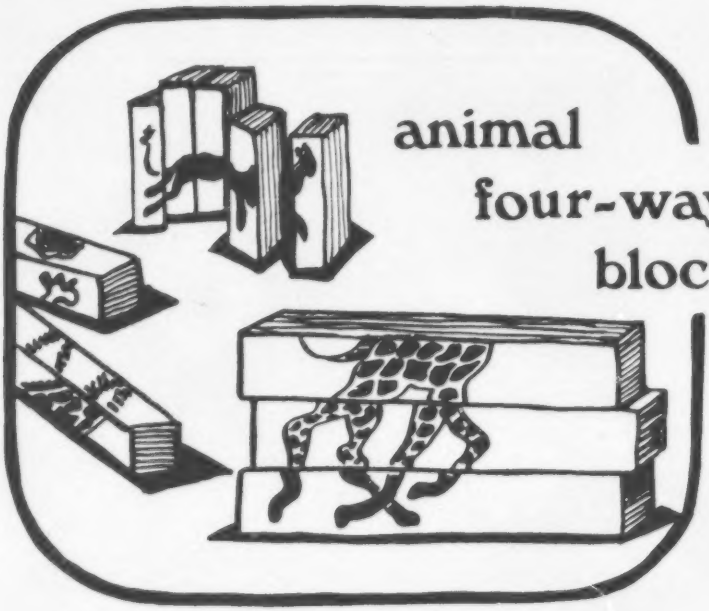
MAKE A SORTING KIT ... ...

You will need an egg carton and lots of small items.

You could use buttons, pieces of yarn, and bottle caps for sorting. Or, you might use edibles, such as raisins, peanuts and cheerios.

Place a selection of the items in the lid of the egg carton. Use the egg cup sections for sorting the items into groups that are alike.





animal four-way blocks

"Four-way blocks" are fascinating and fun. With a simple turn, six hardwood blocks reveal four different animals. Each animal is silk-screened in a distinctive color. All colors are nontoxic.

Four-way Blocks, by Creative Playthings, are available from University Publishing Company, 1126 "Q" Street, Lincoln, Nebraska 68501 or call (402) 432-2761.

Catalog Number: TV386

Approx. Cost: $6.95

LEARNING THROUGH PLAY

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GUIDELINES FOR PLAY

-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

FOUR-WAY BLOCKS

FOUR-WAY BLOCKS can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

TO DEVELOP EYE-HAND COORDINATION AND FINGER-HAND CONTROL, allow your child to play freely with the puzzle blocks. This provides your child a chance to become familiar with the toy. Free play will also enable your child to express her creativity in building simple block structures.

Observe as your child manipulates the blocks in free play. Note if your child makes any attempt to complete the animal pictures. If not, your child may experience frustration with the following activities. Present the activities. If your child is not interested, he can continue to use the blocks for building. Choose a different type of puzzle the next time you visit the ToyBrary.

TO STIMULATE LANGUAGE EXPRESSION, talk about the animals on the puzzle blocks. For example, ask questions such as, "Which animal has stripes?" "Where does a giraffe live?" Refer to the animals by their names. Encourage your child to repeat the names.

TO ENHANCE YOUR CHILD'S VISUAL UNDERSTANDING, arrange the puzzle blocks in the correct order to form an animal. Since most children recognize a giraffe easily, turn the blue side of each block face up. As your child watches, slide the blocks apart. Ask your child to move them back together.

Leaving the puzzle blocks in their correct order, turn one block to a different side. Say, "Turn the block back to find the rest of the giraffe."

If your child is successful, turn two blocks to different sides. Repeat the directions and see if your child will turn both pieces over and find the giraffe picture again. If she does, turn over 3 pieces this time.

TRY A MORE ADVANCED ACTIVITY when your child has experienced success with the activity above. Scramble the six puzzle blocks. Ask your child to complete, for instance, the leopard puzzle. Provide cues if necessary. You may suggest that your child find the red side of each block. Then, to help your child complete the puzzle, say, "Look at all the blocks. Which block do we need first? That's right! The block with the leopard's head goes here."

If your child needs some help completing these puzzles, allow him to use the pictures on the back of the box as a model.

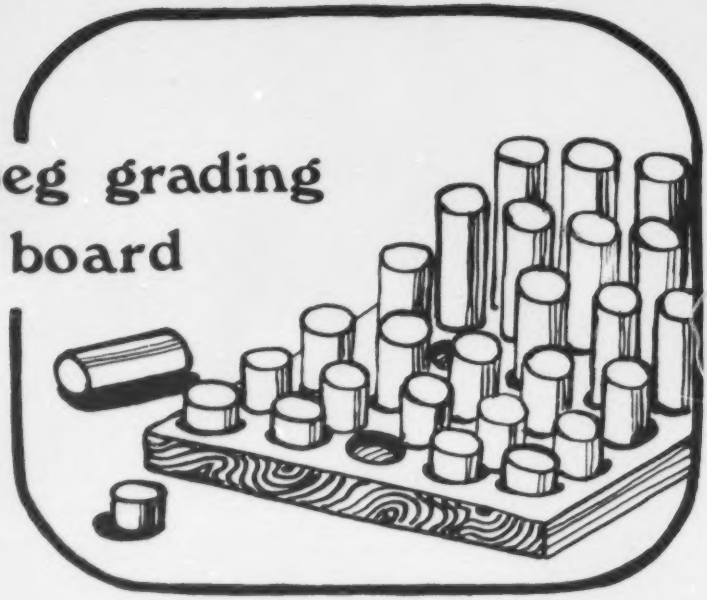
MAKE A SET OF PUZZLE BLOCKS . . .

To make your own puzzle blocks, use four to six tongue depressors or strips of white cardboard.

Draw a segment of a picture onto each stick.

Arrange the sticks in order to make a complete picture.

peg grading board



The "Peg Grading Board" includes 30 brightly colored hardwood pegs each 7/8" in diameter. The pegs come in 6 colors and 6 lengths. The 30-hole hardwood board has a natural finish.

This is an excellent tool for teaching size, sequencing and color. It can also stimulate problem solving and creative thinking.

Peg Grading Board, a Maple Wood product, is available from University Publishing Co., 1126 "Q" Street, Lincoln, Nebraska 68501 or call (402) 432-2761.

Catalog Number: LCW528

Approx. Cost: $12.95

LEARNING THROUGH PLAY

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GUIDELINES FOR PLAY

-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

PEG GRADING BOARD

THE PEG GRADING BOARD can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

TO DEVELOP EYE-HAND COORDINATION AND HAND AND FINGER CONTROL, allow your child to place the pegs in the board regardless of order or color. This free play enables your child to become familiar with the peg board. It also provides you with an opportunity to observe your child's level of ability with the materials.

IF YOUR CHILD DEMONSTRATES SKILL IN PLACING PEGS IN THE BOARD, TRY THESE ACTIVITIES: Start with pegs of just one color. Place the pegs in a row. Give your child five pegs of another color. Encourage your child to place the pegs in a row like yours. Try making other rows or patterns.

Talk to your child while you demonstrate a pattern. Talk about the color of the pegs, their size, how two are alike, or, how two are different.

Use a piece of tape or string to divide the board in half. Make a pattern on 'your' side of the board. Ask your child to make the *same* pattern on 'her' side of the board. Help her copy your pattern if she seems to need help. Now ask your child to make a pattern for you to copy.

TRY PLACING PEGS IN THE BOARD FROM SMALLEST TO LARGEST. If this is your child's first experience with arranging the pegs by size, use only the red, yellow and blue pegs. Place the three pegs and the empty board in front of your child.

Now say, "Find the *smallest* peg. Put it here." Point to the bottom hole at the far left. Next, ask your child to find the *largest* peg. Point to the largest hole. Say, "Put the *largest* peg here." To complete the sequence say, "Place the

middle-sized peg here." Point to the middle hole.

Leave these three pegs in place on the board. Place another set of red, yellow and blue pegs in front of your child. Now ask your child if he can do it again by himself. Help him if he is confused. Then try another set of pegs.

If your child is ready, the next step would be to add the green, orange and purple pegs. Again, instruct your child to find the smallest and largest pegs, and help her arrange them in order.

Eventually your child may be able to complete the peg grading board unassisted.

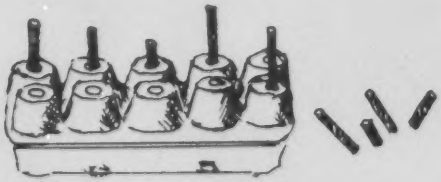
TRY A COLOR MATCHING GAME. If your child is just beginning to learn color concepts, start with the blue, yellow and red pegs. Pick up a blue peg. Say, "Can you find another *blue* peg?" Repeat for yellow and red pegs.

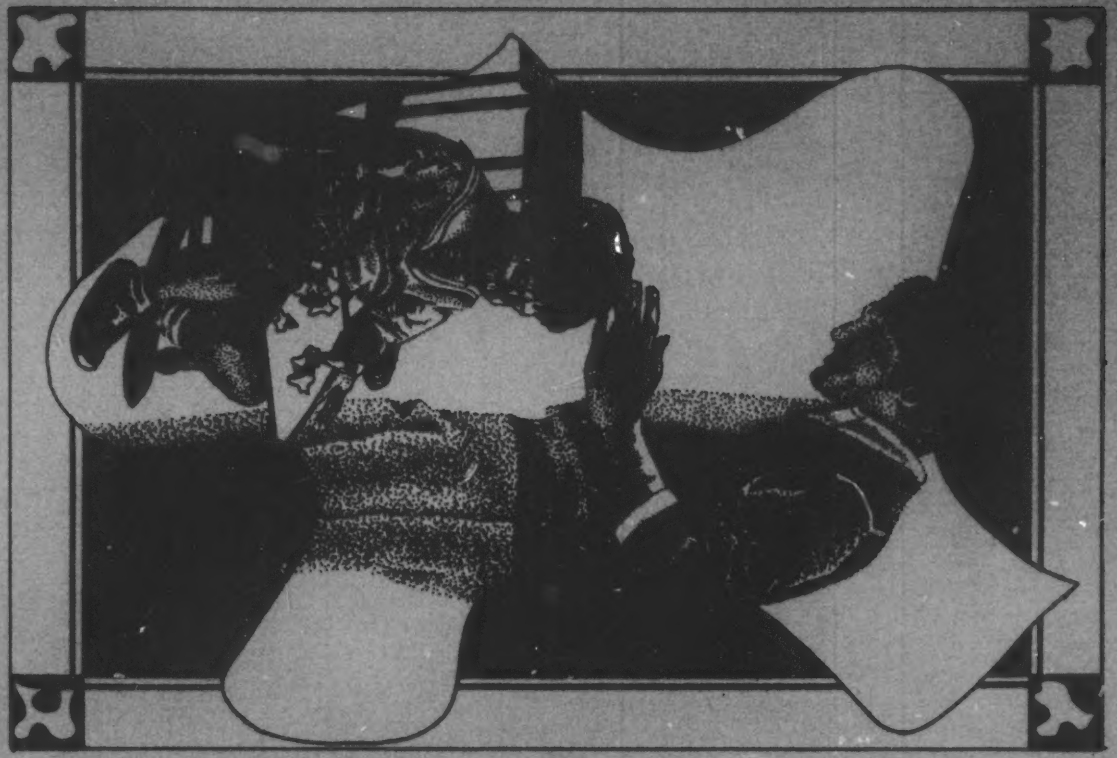
When your child is successful matching these three colors, introduce the orange, purple and green pegs. Ask your child to find the pegs of these colors.

MAKE A PEG BOARD . . .

Make your own peg board with an egg carton and dowels. Turn the egg carton upside-down. Punch holes in the egg cup sections the same diameter as the dowels.

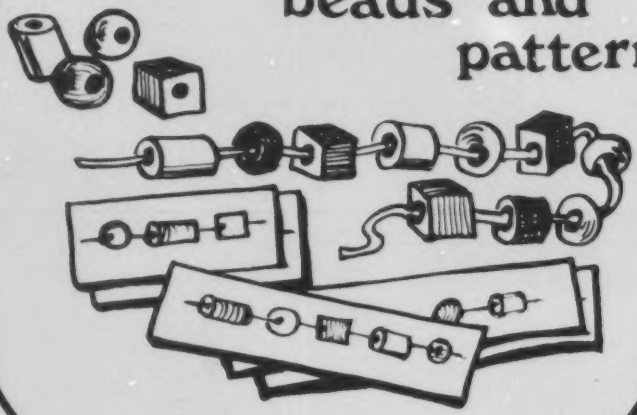
Dowels are inexpensive and can be purchased in a local hardware store. They come in various sizes. Choose a dowel at least ½ inch in diameter or larger. Cut the dowels into graduated lengths. Paint with a non-toxic enamel paint. Now your child can enjoy placing the dowel pegs in the egg carton holes.





TOYS THAT CHALLENGE THE MIND

beads and patterns



Children enjoy using these attractive beads, and are highly motivated to reproduce the bead patterns. The "Large Colored Beads and Patterns Set" consists of 16 durable pattern cards and 144 one-inch smooth surface colored beads. The pattern cards show bead stringing sequences.

This set is a useful tool to develop visual discrimination and memory, as well as eye-hand coordination.

Large Colored Beads and Patterns, a product from Ideal, is available from University Publishing Co., 1126 "Q" Street, Lincoln, Nebraska 68501 or call (402) 432-2761.

Catalog Number: ID 6249 Approx. Cost: $12.00

LEARNING THROUGH PLAY

Play is a child's work and should be regarded as an essential ingredient in a young child's day. A child comes to understand about his/her environment and learn about the real world through play.

GUIDELINES FOR PLAY

-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

COLORED BEADS & PATTERNS

COLORED BEADS & PATTERNS can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

TO DEVELOP FINGER AND HAND COORDINATION present your child with a string. Then select an appropriate number of colored beads and place them in the box lid.

Allow your child to experiment with the beads. Note how she strings the beads. This free play allows your child to gain familiarity with the beads. Moreover, it provides you with an opportunity to observe your child's level of ability with the materials.

TEACH YOUR CHILD TO COPY BEAD PATTERNS. Give one string to your child while you hold the other in your hand. Select an appropriate number of beads and place them in the box lid. Put a red bead on your string. Then say "Can you put a red bead on your string?" After your child has done this, say "Now put on a yellow bead. Good!" Increase the number of beads gradually.

Put two or three beads on your string. Your child should now be able to imitate this bead pattern. Say "I have two beads on my string. Can you find two beads just like them? Put two beads just like these on your string. Very good!" Compare the two strings. Repeat the directions if necessary. Gradually increase the number of beads if your child is able to do a two-bead pattern.

TO DEVELOP EYE-HAND COORDINATION, try these activities. Choose a three-bead pattern card. Allow beginners to line up the beads directly on the pattern card. The next step would be to place the beads on the string in the same order. It is important to structure the activity so that stringing always begins at the left.

If the pattern card is confusing to your child uncover one bead on the card at a time. Then uncover two beads, three beads, etc. Continue this process until your child can copy a full pattern.

Present the more complex pattern cards as your child is able to do the simpler patterns.

Try these variations next. Present a completed string of beads. Place two or three pattern cards in front of your child. Instruct your child to find the card which matches the beads on the string.

TRY A COLOR MATCHING GAME. Put two beads each of red, yellow and blue in the box lid. Pick up a blue bead. Say, "Can you find another blue bead? That's right. Good!" Continue this same procedure for the other colors.

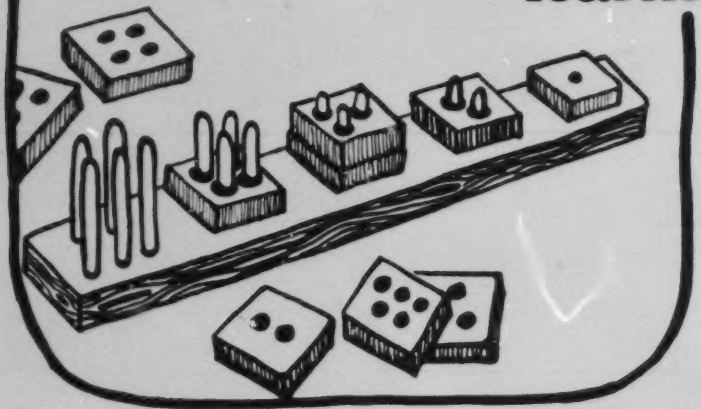
When your child has become good at matching these three colors you can introduce the other colors.

Next, select a random assortment of beads. Say, "See if you can find the ones that are the same color." Or say, "Give me all the red beads. Now, put all the yellow ones here."

MAKE YOUR OWN SET OF COLORED BEADS AND PATTERNS.

Empty wooden thread spools are excellent for stringing. They come in various sizes. Paint them in bright colors. Use a shoelace for stringing. Or, use a piece of yarn. Soak the end of the yarn in glue and let it dry; this way it will poke through more easily.

number learner



The "Number Learner" consists of 15 brightly colored foam squares and a 4" x 16" wood base with pegs representing the numbers one to five. Each foam square has holes also representing the numbers from one to five. The child fits each foam square precisely over the pegs.

This self-correcting device teaches number concepts tangibly. The "Number Learner" is excellent for visually impaired children and youngsters with learning disabilities.

Number Learner, is available from Childcraft Education Corp., 20 Kilmer Road, Edison, New Jersey 08817 or call toll free 800-631-5652.
Catalog Number: 7X106 Approx. Cost: $4.50

LEARNING THROUGH PLAY

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GUIDELINES FOR PLAY

-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

NUMBER LEARNER

NUMBER LEARNER can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

NOTE: Counting by rote, or reciting the names of numbers in order, does not necessarily mean that your child understands the concept of number. A true understanding of number concept is something your child develops from her own experiences. It is important to provide your child with a variety of experiences with counting real things. Children gain understanding not from the objects alone, but from their *own actions* on these objects. First-hand experience is the key!

TO DEVELOP AN UNDERSTANDING OF NUMBER CONCEPT, try these activities. This toy would be helpful for teaching number concept to a visually impaired child.

Allow your child to explore the Number Learner freely. This free play enables your child to become familiar with the Number Learner. It also provides you with an opportunity to observe your child's level of ability with the toy.

Remove all the red squares from the base. Position the base so the number one peg is at your child's left. Put each appropriate square next to the correct number of pegs. Now instruct your child to put the squares on the pegs. Count "one - two - three - four - five." Point to the appropriate square as you count.

ANOTHER FUN GAME IS COUNTING THE HOLES. When your child has finished putting the squares on the pegs, admire his work. Then instruct your child to take off the number one square. Together, count "one". Together, feel the peg and count "one". Instruct your child to put the square back on the peg.

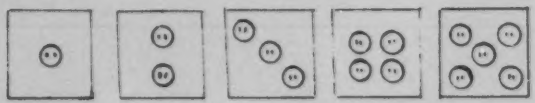
Next, take off the number two square. Together, count the holes and the pegs. Return the square.

Continue this procedure for the remaining squares.

A MORE ADVANCED COUNTING GAME calls for you to add more squares. As your child matches the square to the pegs continue to count the holes, the pegs, and the squares in the stacks. Counting will reinforce your child's concept of number from one to five.

MAKE A NUMBER LEARNER IN THIS WAY . . . . .

Sew buttons firmly onto cards.



Your child is to match the same number of buttons to the buttons on the card.

YOUR CHILD MAY ENJOY LEARNING "Five Little Monkeys" -- a favorite of young children!

Five little monkeys jumping on the bed.
(Tap fingers of one hand on palm of other).
One fell down and bumped his head.
(One finger "falls down" off hand).
Mama called the doctor and the doctor said
(Use index finger to dial phone).
"No more monkeys jumping on the bed!"
(Shake finger.)

Repeat with 4, 3, 2 and 1 monkey.

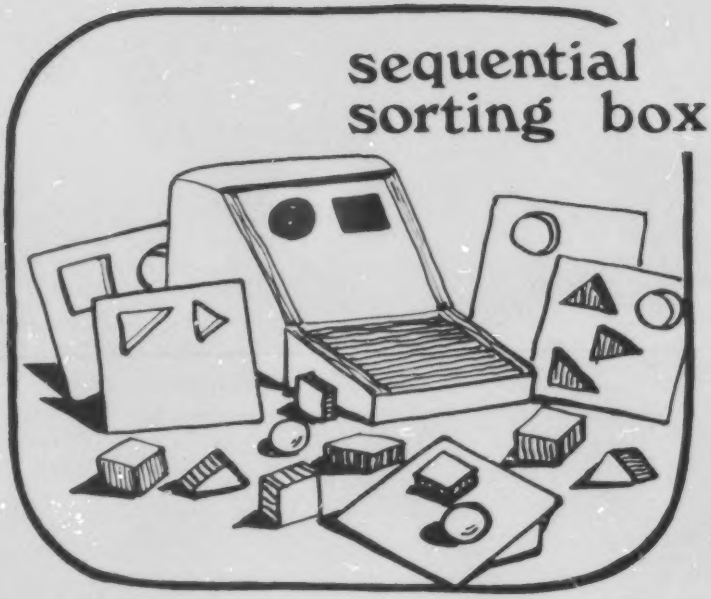
--Or teach your child this counting verse.

Here is a beehive. Where are the bees?
(Make a fist).

Hidden away where nobody sees.

Soon they come, creeping out of the hive 1 - 2 - 3 - 4 - 5
(Release one finger at a time).

sequential sorting box



The "Sequential Sorting Box" allows children to identify and sort shapes at their own rate of development. The set consists of a box with a slotted lid and a compartment to store panels not in use. To use the toy, the child matches the shape, then drops the shape into the appropriate slot. The six interchangeable panels start with a single shape, then allow the parent to increase the challenge as the child's capacity to solve more difficult problems develops. The box and shapes are natural finished hardwood; the panels are sturdy plastic.

Sequential Sorting Box is available from Childcraft Educational Corp 20 Kilmer Road, Edison, New Jersey 08817 or call toll free 800-631-5652.

Catalog Number: 7M413

Approx. Cost: $14.95

LEARNING THROUGH PLAY

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GUIDELINES FOR PLAY

-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

SEQUENTIAL SORTING BOX

The SEQUENTIAL SORTING BOX can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

INTRODUCE THE SORTING BOX TO YOUR CHILD by allowing her to play freely with the materials. This enables your child to become familiar with the sorting box.

First, give your child the set of solid shapes. Your child may wish to use the shapes for stacking or building simple designs. Note if your child identifies the names of the shapes.

Next, give your child only the ball and the cube shapes. Insert the panel which has the circle and square openings. Again allow your child to play freely. This time notice if your child attempts to match the shapes to their openings.

TO STIMULATE LANGUAGE EXPRESSION, talk about the shapes. Name the shapes. Encourage your child to repeat the names. Look around the rooms of your house. Encourage your child to find objects with similar shapes. Perhaps your child will find something round, like an orange. Talk about round things.

It is important for your child to have the opportunity to touch and handle objects. By handling round objects, such as a ball, a button, a penny or a cookie, your child will better understand the concept of a circle. Shoeboxes, books, or greeting cards are examples of rectangular items that your child could hold in his hand.

Apply this idea to the other shapes included in the sorting box.

YOUR CHILD CAN PRACTICE FINGER-HAND COORDINATION by pushing the shapes through the openings in the panel, then lifting the lid to retrieve them.

Insert the panel with the single opening (circle). Select several solid shapes, for example, two balls and a cube. Place the shapes in front of your child. Direct your child to "Find

the ball and put it here." Point to the circle opening on the panel. Ask your child if any of the other shapes in the pile would fit the opening. If your child does not choose the other ball repeat "Find the ball and put it here."

As your child gains success with the single opening panel, choose the panel with two openings (circle and square). Again select several solid shapes and place in front of your child. Your child may spontaneously match the shapes to the openings. If not, repeat the directions suggested above.

When your child is successful with these panels, introduce the panels with four and five openings. Encourage your child to match the shapes to the openings without your verbal cues.

A MORE ADVANCED ACTIVITY would be to give your child a pencil to trace the shapes in the panel openings. Your child can trace the shapes to make interesting designs.

MAKE A SHAPE SORTING BOX . . . . . .

To make a shape sorting box, you will ned a box (with a lid) and several small items. A shoe box is excellent. The lid lifts off easily and the items can be stored inside.

Find three or four small objects. A ball, a block, spool or plastic container are a few ideas.

Lay each object on the box lid. Trace around the object. Cut holes in the lid so the objects fit. Reinforce the edges of the holes with tape.

"Halves to Wholes Cards" is a matching game which provides for visual discrimination training. The set of cards consists of thirty horizontally-cut cards. The goal of the game is to pair upper and lower halves so that the picture of an object is assembled. The pictures include: people, animals, trees, fruits and buildings.

Matching the cards will also stimulate language development.

Halves to Wholes Cards is available from DLM, 7440 Natchez Avenue, Niles, Illinois 60648 or call (312) 647-7800.
Catalog Number: 305 . Approx. Cost: $2.50

LEARNING THROUGH PLAY

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GUIDELINES FOR PLAY

-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

HALVES TO WHOLES CARDS

HALVES TO WHOLES CARDS can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

ALLOW YOUR CHILD TO PLAY FREELY WITH THE CARDS. This enables your child to become familiar with the cards. It also provides you with an opportunity to observe your child's level of ability.

To begin, give your child two or three sets of cards. After your child has played for awhile, see what she has done with the cards. Did your child attempt to match the two halves to make a complete picture? Note if your child talks about the pictures on the cards.

TO HELP YOUR CHILD LEARN ABOUT HALVES AND WHOLES, cut a piece of fruit in half. Show your child the fruit as it looks whole. Now separate the two halves. Explain to your child that the two halves make a whole.

You can reinforce this concept throughout the day. For instance, at breakfast cut the slice of toast in half and talk about what you are doing. At lunch, cut the sandwiches in half. Try an apple or an orange cut in half at snack time.

Now, place the whole picture card in front of your child. Ask your child to identify the picture. Describe the picture. Talk about its color, size and use.

Separate the two halves slightly. Have your child push them together. Reinforce by describing the individual halves. Explain that the two halves make a whole.

A MORE ADVANCED ACTIVITY CAN BE TRIED when your child is familiar with the cards. Scramble two or three sets of the cards. Choose one half of a set. Place it in front of your child. Instruct your child to find the matching card. Assist your child by providing verbal cues if necessary.

Gradually add more sets of cards to match. Encourage your child to do as much as she can alone.

TO STIMULATE YOUR CHILD'S THINKING, begin with a set of cards that she will easily recongnize. Present only one half of the picture. Ask your child if he can tell you what the picture might be.

If your child has difficulty identifying the picture, provide verbal cues. For instance, say "This is a picture of an animal. Think of an animal that is little. This little animal lives in a tree."

After your child guesses what the picture might be, give him the other half. By matching the two halves, your child can see if he was right.

To encourage imaginative thinking, let your child mix and match the cards to make crazy pictures. Encourage your child to tell you about the silly "thing" he created.

MAKE A SET OF HALVES TO WHOLES CARDS . . .

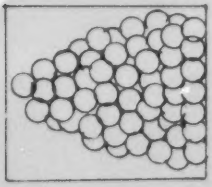
Collect pictures from magazines or coloring books. You could also use labels from cans. The pictures can vary in size.

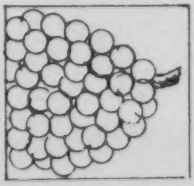
Cut out the pictures. Glue onto cardboard.

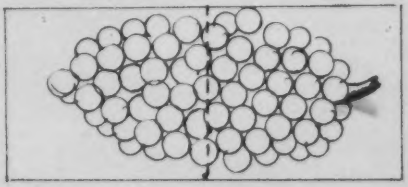
Cover with clear contact paper if desired.

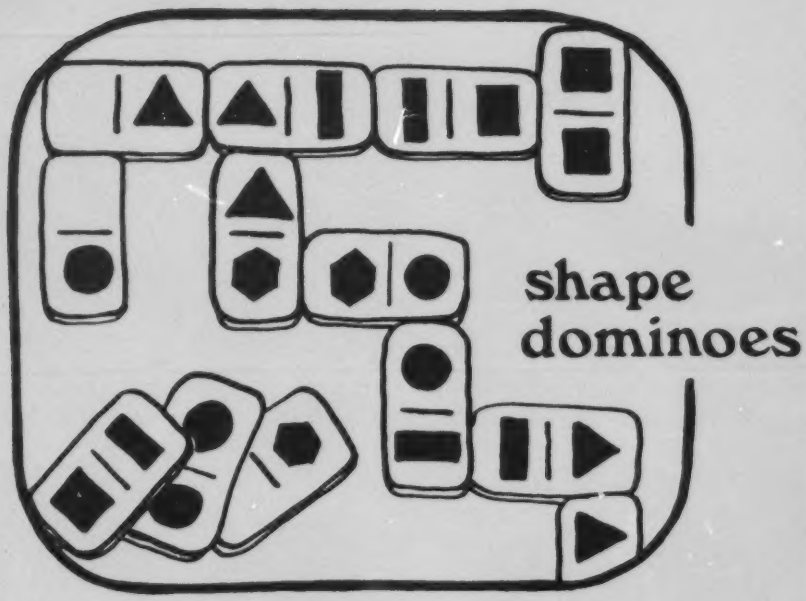
Cut the pictures in half. Use either vertical or horizontal cuts. Now your child can match her own set of cards.

Your child may enjoy selecting pictures and making a set of cards on her own.









"Shape Dominoes" challenge children to match shapes. Five shapes are represented on the dominoes. The dominoes also help children to develop eye-hand coordination and motor control.

Each dominoe measures 1-¾ inch by 3-½ inch and is made of durable cardboard.

Shape Dominoes are available from Developmental Learning Materials, 7440 Natchez Avenue, Niles, Illinois, 60648 or call (312)647-7800.
Catalog Number: 244 Approx. Cost: $3.00

LEARNING THROUGH PLAY

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GUIDELINES FOR PLAY

-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

SHAPE DOMINOES

SHAPE DOMINOES can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

TO DEVELOP EYE-HAND COORDINATION AND FINGER-HAND CONTROL, allow your child to play freely with the shape dominoes. This provides your child a chance to become familiar with the dominoes.

During this free play, see if your child attempts to match the shapes. Also note if your child says the names of the shapes. It will be helpful to know your child's ability when you begin the following activities.

TO STIMULATE LANGUAGE EXPRESSION, talk about the shapes on the dominoes. Name the shapes. Encourage your child to repeat the names. Look around the rooms of your house. Encourage your child to find objects that are in the shape of a circle, square, rectangle, triangle or hexagon. Talk about these objects.

It is important for your child to have the opportunity to touch and handle objects. By handling round objects, such as a ball, a button, a penny or a cookie, your child will better understand the concept of a circle. Shoe boxes, cereal boxes, picture frames or greeting cards are rectangular items that your child could hold in his hands.

Apply this idea to the other shapes your child sees on the dominoes.

TO STRENGTHEN MATCHING SKILLS, begin with a few dominoes. Place the dominoes in front of your child, shape side up.

To start, choose a domino with two pictures of the same shape. Ask your child to "Find a domino that has a circle -- like this one." Point to the circle. Have your child place the dominoes so the matching shapes are end to end.

Repeat the directions. Continue to match the shapes until all the dominoes are used.

TO PLAY A GAME WITH SIMPLE RULES, divide the dominoes evenly between you and your child. Turn the dominoes with the shape side facing down. Place one domino between you with the shape side facing up.

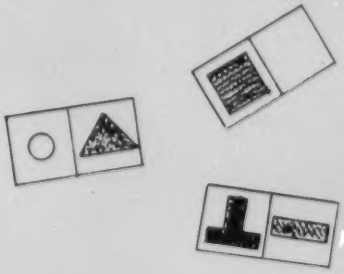
Now, you and your child can take turns picking a domino and turning it over. If you turn over a shape that matches one on the center domino, place it end-to-end with the center domino. Continue to play and look for a "match."

Allow your child to vary the rules of the game if she wishes.

MAKE YOUR OWN DOMINOES . . . .

To make your own dominoes, cut pieces of cardboard into 1-¾ inch by 3-½ inch sections. Draw a line down the center of each card. Draw outlines of various shapes onto the cards. Color in the outlines. Leave some of the spaces blank.

To make dominoes for a visually impaired child, cut small shapes out of sandpaper or Velcro (can be purchased in a fabric store). Glue the shapes onto the cards. Your child will be able to match the shapes by touch, and can enjoy the activities described above.



fit-a-square & circle

Size and shape relationships become clearer for the young child when she/he actually manipulates these foam rubber puzzles called "Fit-a-Square, Fit-a-Circle." Brightly colored concentric pieces fit into 8-inch square frames. Contrasting colors offer a variety of interesting designs. The set contains a total of 32 crepe foam rubber pieces which are washable, durable, and quiet and soft. Caution: this toy contains small pieces and is not recommended for young children who are apt to "mouth" their toys.

Fit-a-Square, Fit-a-Circle, a product of Lauri Enterprises is available from University Publishing Co., 1126 "Q" Street, Lincoln, Nebraska 68501 or call (402) 432-2761.

Catalog Number: LR 2130 Approx. Cost: $8.50

LEARNING THROUGH PLAY

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GUIDELINES FOR PLAY

-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

FIT-A-SQUARE/FIT-A-CIRCLE

FIT-A-SQUARE/FIT-A-CIRCLE can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

TO DETERMINE YOUR CHILD'S ABILITY WITH THE PUZZLES, start with one Fit-a-Circle puzzle. Allow your child to play freely with the circles. This provides your child a chance to become familiar with the puzzle.

Observe as your child investigates each circle and its relation to the total puzzle. Note if your child attempts to place one or several circles correctly in the frame.

If your child experiences frustration with the puzzle during free play, set it aside. Choose a simpler puzzle next time you visit the ToyBrary. Ask your librarian for Shape Concept Forms.

TO STIMULATE LANGUAGE EXPRESSION, talk about the shape puzzles. Name the shapes. Encourage your child to repeat the names. Ask your child to name objects around the house with similar shapes.

It is important for your child to have the opportunity to touch and handle objects. By handling *round* objects, for example, your child will better understand the concept of a circle.

Next, talk about size. Use "small/large" or "big/little," whichever you prefer. Compare a big and little circle as you talk about them. To reinforce this concept, point out big and little objects in the room.

TO ENHANCE YOUR CHILD'S VISUAL UNDERSTANDING, begin with a Fit-a-Circle puzzle. Remove all the circles from the frame. Hand your child the *largest* circle. Instruct your child to place the circle in the frame.

If your child has difficulty placing the circle, guide her hand. Together push the circle into place.

Continue to give your child the largest circle each time. Have your child push the circle into place in the frame.

A MORE ADVANCED VERSION OF THIS GAME CAN BE PLAYED. Remove all the circles from the frame. This time give your child the *two largest* circles. Encourage your child to compare the two circles. He can now place the largest of the two in the frame; then place the next largest circle.

Continue to give your child two circles at a time.

Gradually increase the number of circles when your child is able to compare and place two at a time.

THE MOST ADVANCED VERSION OF THIS GAME would be to remove all the circles from the frame. Scramble the circles. Encourage your child to put the circles in order from smallest to largest. Your child needs to work on a flat surface, like a table. It is easier to fit the circles inside each other if you can push on a flat surface.

TO STRENGTHEN MATCHING SKILLS, remove several circles and squares from each frame. Scramble the shapes. Have your child sort the items into groups. Your child has the option of sorting the items by *shape* or by *color*.

MAKE YOUR OWN FIT-A-SQUARE/FIT-A-CIRCLE

To make a set of fit-a-square/fit-a-circle puzzles, your child can trace around jar lids or box lids of various sizes. Find jar lids, for example, that fit one inside the other. Trace around each lid on cardboard, and cut out the circles.

Your child can now do the above activities with his own puzzle.

counting stairway

Discovering number concepts can be made easier, particularly for a visually impaired child, with the "Counting stairway." Ten 1-3/8 inch square maple-wood pieces of graduated length represent 1 inch up to 10 inch rods. The rods are scored on all sides and are drilled to fit into a dowel to form a stairway of numbers from 1 to 10.

Counting Stairway is available from Constructive Playthings, 1040 East 85th street, Kansas City, Missouri 64131 or call (816) 444-4711.
Catalog Number: MW6927 Approx. Cost: $15.40

LEARNING THROUGH PLAY

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GUIDELINES FOR PLAY

-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

COUNTING STAIRWAY

COUNTING STAIRWAY can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

NOTE: Counting by rote, or reciting the names of numbers in order, does not necessarily mean that your child understands the concept of number. A true understanding of number concept is something your child develops from her own experiences. It is important to provide your child with a wide variety of experiences counting actual items. First-hand experience is the key!

TO HELP YOUR CHILD DEVELOP AN UNDERSTANDING OF NUMBER CONCEPT, try these activities. Remove all the rods from the frame. Allow your child to play with these freely. This free play enables your child to become familiar with the Counting Stairway.

For the following activities it is suggested that you use only the rods. You will not need the frame at this time.

Start with the one unit rod. Count "one." Place this rod in front of your child, to his left. Hand the two-unit rod to your child. Point to each unit as you count "one, two." Place this rod next to the one unit rod. Now point again, and ask your child to say, "one" as you point to the one unit rod. Then try. "one, two."

Continue this same procedure for the remaining rods. Depending on your child's understanding of number, you may want to stop with five rods. Gradually increase the number of rods as your child is successful.

As your child becomes good at this activity, let her place the rods, in order, on the frame.

TO ENHANCE NUMBER VOCABULARY, ask your child a variety of questions, such as, "Find the rod with five units." "Put the *longest* rod on the frame," and "Place the *shortest* rod here."

TEACH YOUR CHILD NUMBER COMPARISON in this way. Begin with the one and two unit rods. Compare the rods. Say, for example, "This rod has one unit. This rod has two units. Two is more than one ." Allow your child to handle the rods as you explain.

Since the rods have grooves on two sides your child will be able to experience your explanation manually as well as verbally. If your child is visually impaired, this will be helpful in teaching her number concepts. Let her feel each rod in turn, and ask her to count each unit with you. Guide her fingers to feel the grooves.

MAKE A COUNTING STAIRWAY . . .

An easy way to make your own counting stairway is to use paper towel tubes and rubber bands.

Mark units on the paper towel tubes; 1½ inches is a good length. Now, slip rubber bands on each tube to mark off units. Cut each tube for the desired number of units.

finger spelling puzzle

The "Finger Spelling Puzzle," an adaptation of the International Finger Spelling Alphabet, can aid a nonverbal or deaf child to learn finger spelling. By handling the puzzle pieces and studying the empty spaces in the puzzle frame, a child can learn the finger spelling alphabet.

The Finger Spelling Puzzle can also contribute to the development of concentration, fine motor control and eye-hand coordination.

The Finger Spelling Puzzle is available from Designs for Learning, Department D, 138 North Grant, Hinsdale, Illinois 60521.

Approx. Cost: $4.95

LEARNING THROUGH PLAY

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GUIDELINES FOR PLAY

-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

FINGER SPELLING PUZZLE

The FINGER SPELLING PUZZLE can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

TO DETERMINE YOUR CHILD'S ABILITY, allow her to play freely with the finger spelling puzzle. This provides your child a chance to become familiar with the puzzle.

Observe as your child investigates each puzzle piece and its relation to the total puzzle. Is your child able to place the puzzle pieces in the correct spaces on the puzzle board?

If your child experiences frustration with the puzzle during the free play, set it aside.

TO STIMULATE LANGUAGE DEVELOPMENT, present the puzzle board. Before removing any puzzle pieces demonstrate the signed letter. Point to the printed letter and corresponding puzzle piece as you make the signs. Encourage your child to make the sign. This activity will help your child learn to associate the signed letter with its printed letter.

IF YOUR CHILD IS FAMILIAR WITH THE MANUAL ALPHABET, you can then introduce signed words. For example, as you point to the letter "A" make the sign word for apple, airplane or animal. If possible, show your child a picture of the object as you make the sign. Encourage your child to make the sign word.

Repeat this procedure for the other letters of the alphabet.

To learn more about sign words, a picture dictionary is available from the ToyBrary. Ask your librarian for *The Signed English Dictionary for Preschool and Elementary Levels.*

TO DEVELOP EYE-HAND COORDINATION AND FINGER CONTROL, remove a single puzzle piece. Have your child replace this single piece. Next remove two pieces. Have your child replace these two pieces. Continue this procedure removing two or more pieces each time.

Offer assistance if your child has difficulty placing a puzzle piece in the space. As you hold your child's hand, rotate the puzzle piece slowly while trying to make it fit the space.

To provide an additional cue, have your child trace the edge of the puzzle piece with his finger. Trace around the edge of the empty space also.

Another approach would be to remove all the puzzle pieces from the top row. Place the pieces next to their respective spaces. Have your child replace each piece. Repeat for the remaining rows.

TRY A MORE ADVANCED ACTIVITY if your child is able to make all the signs of the alphabet from memory. Remove all the puzzle pieces. Point to one of the empty spaces. Encourage your child to make the appropriate sign. Then have your child find which puzzle piece fits in that space. Let your child try the puzzle piece to see if it does fit the space. This activitiy is self-correcting.

If your child should choose the wrong puzzle piece, encourage him to try again. If necessary, select three or four puzzle pieces and let your child choose from a smaller number of pieces.

Continue this procedure for the other spaces on the puzzle board.

the signed english dictionary

"The Signed English Dictionary for Preschool and Elementary Levels" is designed to assist in the English language development of the hearing impaired child. The dictionary contains approximately 2200 sign words.

Using signed English with a hearing impaired child is an important step for parents. Use of signs should always be accompanied by speech, and should begin early in the life of a hearing impaired child.

The Signed English Dictionary for Preschool and Elementary Levels is available from the Gallaudet College Bookstore, 7th and Florida Avenue, N.E., Washington, D.C. 20002.

Approx. Cost: $14.00

LEARNING THROUGH PLAY

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-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

THE SIGNED ENGLISH DICTIONARY FOR PRESCHOOL AND ELEMENTARY LEVELS

The SIGNED ENGLISH DICTIONARY is an educational tool meant to help you communicate with your hearing impaired child. The dictionary presents over 2000 words. Each word is complete with both a written and pictorial description. Each sign word stands for one English word. The sign words are used in the same order as words in an English sentence.

In order to use the dictionary easily and effectively, you should be familiar with the names of your fingers, the manual alphabet, how to sign the numbers one through ten, and certain handshapes that are frequently used when making the sign words. This information can be found on the introductory pages of the dictionary.

KNOWING THE MANUAL ALPHABET IS IMPORTANT. You can use the manual alphabet to spell any English word which does not have a sign. Also, a great many sign words have a manual letter as a basic part of the sign. If you know the manual alphabet, it will be easier for you to form and to read the signs. The manual alphabet is presented on the inside cover of the dictionary.

To help your child learn the alphabet ask your librarian for the Finger Spelling Puzzle next time you visit the Toy-Brary.

TO ASSOCIATE OBJECTS WITH SIGN WORDS, collect an assortment of common objects. For example, collect a ball, apple, comb, key, hat, mitten, etc.

As you present each item to your child demonstrate the appropriate sign for the word.

For instance, the sign for apple is to "Press the knuckle of right index finger into right cheek and twist forward." Encourage your child to make the sign word.

Continue to introduce new words and signs in this manner.

When your child is familiar with the sign words for the common objects, place an object in a bag. Have your child touch the object and then identify the object by making its sign. If your child has difficulty identifying the object, let him look at the object. After your child looks at the object, encourage him to make the sign. Demonstrate the sign if necessary.

Next, combine several sign words into a short sentence. For example, "The ball is round." The signs are made in this manner:

The: T shape RH palm in. Twist out

ball: Curved B shape both hands palms facing. Outline shape of ball ending with palms up.

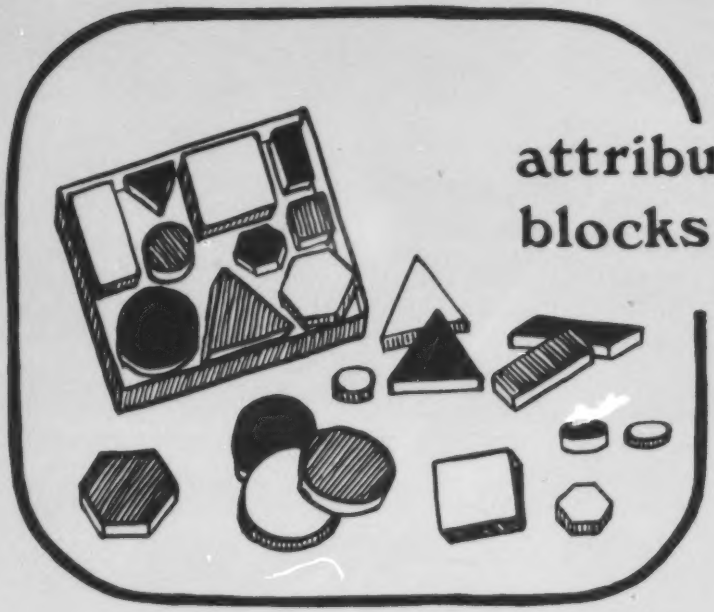
is: Place little finger of right 1 on lips and move out.

round: C shape LH palm and tips out. R shape RH palm in, tips left. Circle left C with right R.

Slowly demonstrate the entire sentence. Encourage your child to repeat the sentence.

As your child becomes familiar with short sentences, increase the sentence length.

attribute blocks



The "Attribute Logic Block" set contains 60 durable blocks with variations in geometric shapes, thicknesses, colors and sizes. A storage tray is included. Use these blocks for size, shape and color recognition, to develop fine-motor control, or to encourage creative expression.

Attribute Logic Block Set by Invicta is available from the University Publishing Company 1126 "Q" Street, Lincoln, Nebraska 68501 or call (402) 432-2761.

Catalog Number: NV1107

Approx. Cost: $24.50

LEARNING THROUGH PLAY

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-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

ATTRIBUTE LOGIC BLOCKS

ATTRIBUTE LOGIC BLOCKS can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

TO ENCOURAGE CREATIVE EXPLORATION, allow your child to play freely with the blocks. You may wish to give your child only part of the blocks when he first begins to play. Free play enables your child to become familiar with the materials.

Observe how your child plays with the attribute blocks. Does your child use the blocks for stacking or creating simple designs? Note if your child attempts to match the attribute blocks by *shape, size, color* or *thickness.* It will be helpful to know your child's ability when you introduce the activities.

TO STIMULATE LANGUAGE EXPRESSION, talk about the attributes -- the shapes, sizes, colors, and thickness.

Talk about the *shapes.* Name the shapes. Feel the shapes. Encourage your child to repeat the names. Ask your child to name objects around the house with similar shapes.

Next, talk about *color.* Name the colors. Look at the red blocks as you talk about the color red. Ask your child if she is wearing anything that is red or yellow or blue.

Talk about *size.* Use "small/large" or "big/little", whichever you prefer. Hold and compare a big circle and a little circle. Point out big and little objects in the yard.

Talk about *thickness.* Hold and compare a "fat" square and the "thin" square. Ask your child to think of things he eats that are fat or thin.

As often as possible allow your child to touch and handle the objects you are talking about. This will help your child better understand these concepts.

TO TEACH SORTING AND MATCHING SKILLS, start with just a few attribute blocks. Place the blocks in front of your child. Choose a blue shape, for instance. Ask your child

to find all the *blue* shapes. Emphasize that you want him to find only the ones that are the same color. Repeat for the *red* and *yellow* colors.

Start the activity again. Scramble the shapes. Place in front of your child. This time choose a circle. Ask your child to find all the circles. Again emphasize that he find only the ones that are the same shape. Repeat for the *squares, triangles, rectangles* and *hexagons.* Play the game once more, this time asking your child to seek *big* shapes, then *little* shapes.

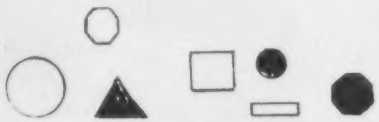
IF YOUR CHILD COULD FOLLOW ALL THOSE DIRECTIONS, try this. Combine the attributes. For instance, say "Find the *red squares.*" "Find the *big triangles.*" Or be even more specific and say "Find the *little, blue* rectangle." "Find the *thin, yellow hexagon.*"

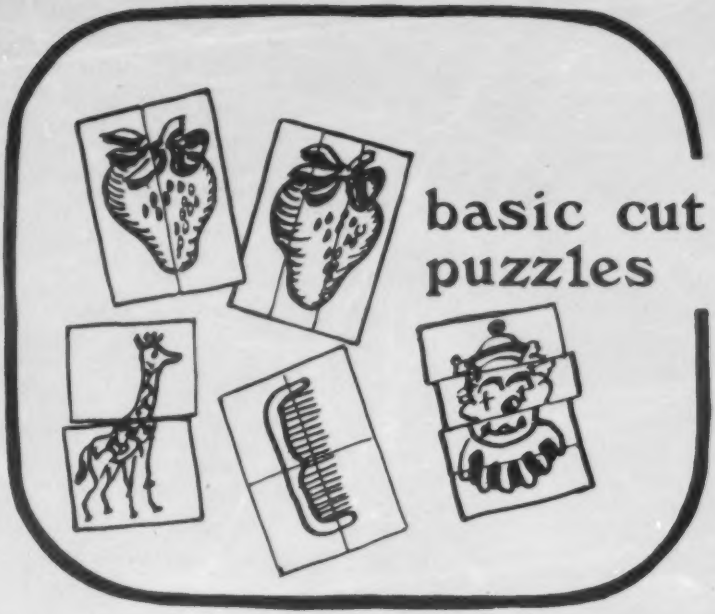
TO PRACTICE EYE-HAND COORDINATION, encourage your child to help replace the attribute blocks in the storage case. There is a separate division for each set of shapes. Your child may need to rotate the shape slightly to get it to fit.

TO MAKE ATTRIBUTE BLOCKS . . . . . .

Using the set of Attribute Logic Blocks, trace around the shapes onto colored construction paper or cardboard. If you wish to have two thicknessess, you could purchase a heavier weight poster board. You can find this at a store selling art supplies.

Cut out the shapes, and play the above listed activities using your own set of attribute blocks.





basic cut puzzles

"Basic Cut Puzzles" include four sets of color picture puzzles. Each set consists of duplicates of a given picture cut into two, three or four pieces. Each puzzle piece is straight cut so that it can be matched by the parts-to-whole relationship.

These puzzles are useful in the develoment of eye-hand coordination, visual skills and for stimulation of language expression.

Basic Cut Puzzles are available from Developmental Learning Materials, 7440 Natchez Avenue, Niles, Illinois 60648 or call (312) 647-7800.
Catalog Number: 341 Approx. Cost: $5.00

LEARNING THROUGH PLAY

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GUIDELINES FOR PLAY

-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

BASIC CUT PUZZLES

BASIC CUT PUZZLES can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

TO DEVELOP EYE-HAND COORDINATION, begin with the simplest puzzles, the comb and the strawberry. These two puzzles are each cut into two pieces.

The clown and giraffe puzzles are more difficult. Introduce these puzzles when your child can do the simpler ones.

Allow your child to play with the puzzles. Watch as she investigates each puzzle piece. Your child may complete the puzzles correctly during this free play.

TO STIMULATE LANGUAGE EXPRESSION talk about the pictures on the puzzles. For instance, begin with the comb puzzle. Talk about what the comb is, what it is for, its color, its size and so on. Show your child a real comb. Compare size, color, etc.

Repeat this activity for the other puzzles.

TO DEVELOP VISUAL PERCEPTUAL SKILLS, begin with the simpler puzzles. For example, start with the horizontal cut strawberry puzzle. Place the puzzle in front of your child. As your child watches, slide the two puzzle pieces apart. Have your child move the two pieces together. Next, mix-up the two pieces. Ask your child to put the parts together.

Present the vertical cut strawberry puzzle. Repeat the above activity.

The next step is to place both strawberry puzzles side by side. As your child watches, slide the puzzle pieces apart. Have your child move the pieces together. Next, mix-up the four puzzle pieces. Say "Find the two pieces that go together."

Repeat this same procedure for the comb puzzles.

FOR A MORE CHALLENGING ACTIVITY, MIX-UP SEVERAL PUZZLES. Your child will need to decide which pieces belong to a certain puzzle. Next, your child will need to match the parts to the whole to complete each puzzle. Help her if she becomes frustrated.

Turn the puzzle pieces face down. The back side of each puzzle has a distinctive design. Your child can learn to match the puzzle pieces by these designs. By turning the pieces over your child will be able to tell if he solved the puzzle correctly.

MAKE YOUR OWN SET OF BASIC CUT PUZZLES. . .

Glue magazine pictures onto heavy cardboard. Cut into two, three or four pieces. Cuts can be either vertical or horizontal.

Your child may enjoy making a puzzle herself. She could select a picture from a magazine and glue it onto cardboard. You may need to assit your child with cutting the picture into pieces. If so, let your child show you where to make the cuts.

"Super Snap" is a card game with simple rules for group participation. On an individual basis the cards may be used for matching or for recognition of likenesses and differences. Or, children may enjoy trying their own game variations.

The 96 colorful cards in "Super Snap" are plastic coated.

Super Snap by Galt Toys is available from ABC School Supply Inc., 437 Armour Circle, N.E., P.O. Box 13086, Atlanta, Georgia 30324 or call 404-874-2281.

Catalog Number: 389-500 Approx. Cost: $4.79

LEARNING THROUGH PLAY

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-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

SUPER SNAP

SUPER SNAP can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

ALLOW YOUR CHILD TO PLAY FREELY WITH THE CARDS. Free play will enable your child to become familiar with the cards.

To begin, give your child three or four pairs of cards. After your child has played for awhile, see what she has done with the cards. Did your child attempt to match the pairs? Note if your child talks about the pictures on the cards. It will be helpful to know your child's ability when you present the activities.

If your child seems uninterested or frustrated with the cards, set them aside. Sorting and matching objects, rather than pictures, may be easier for your child. Try the Sorting and Order Kit next time you visit the ToyBrary.

TO STIMULATE LANGUAGE EXPRESSION, talk about the pictures on the cards.

Name the pictures. Encourage your child to repeat the names. If possible, point to the actual object. Help your child notice likenesses and differences between an actual object and a pictured object.

To help learn the names of the pictured objects, select four or five pairs of cards that your child will easily recognize. Give one set to your child. You hold the other set. Ask, "Do you have a card with a butterfly?" "Show me a card with a picture of a *ball."* You can also let your child ask you for certain cards.

Action cards will invite verbal expression also. You can ask "What is happening?" or "Tell me about the picture."

TO STRENGTHEN MATCHING SKILLS, select three or four pairs of cards.

Arrange the cards face-up on a flat surface. Separate the pairs so they stand out very clearly as groups or pairs. Say,

"Look. Here are *two trees.* They are *just alike."* Repeat for each pair.

After you have done this, mix the cards up. Pick them up one by one. Ask, "Can you find one just like this?"

If your child has difficulty, help him find the matching card. Talk about what you are doing. Compare the cards. Say, "See, these two are the *same.* They both have *red flowers."*

TO STRENGTHEN MORE ADVANCED SORTING SKILLS, select groups of cards that are alike in some way. These could be pictures of animals, people, things to eat, or things that grow outside.

Instruct your child to sort the cards into groups that are alike in some way. To start, you may need to suggest the categories. Say, for example, "Find all the pictures of *animals."*

NEXT, TRY A MEMORY GAME. Begin with several pairs of pictures. Mix the cards. Place face-down on a flat surface.

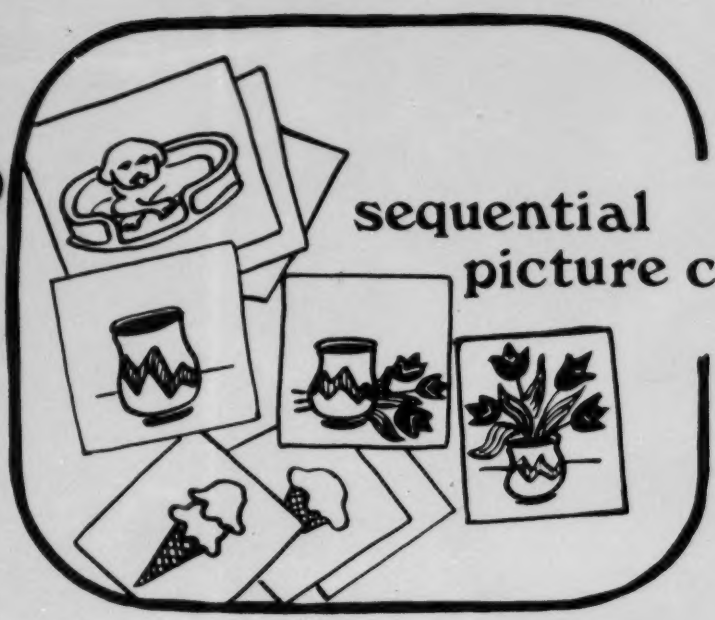
Instruct your child to turn any two cards picture side-up.

If the two cards match, your child removes them. If the cards do not match, turn both picture side down. Select again.

You and your child can take turns matching pairs.

TO MAKE A SET OF MATCHING CARDS

You can buy colorful stick-on seals at the dime store or stationary store. Stick pairs of stickers on notecards to make your own set of matching cards.



sequential picture cards

Sequential picture cards are a successful learning tool in the teaching of language skills and reading. The purpose of this set of picture cards is practice in basic sequencing skills.

The cards illustrate simple, practical subjects, such as flowers in a vase. Each cards measures 5½ inches x 6 inches and is illustrated in bright and attractive colors.

Sequential Pictures Cards II, are available from Developmental Learning Materials, 7440 Natchez Avenue, Niles, Illinois 60648 or call (312) 647-7800.

Catalog Number: 161 Approx. Cost: $3.25

LEARNING THROUGH PLAY

Play is a child's work and should be regarded as an essential ingredient in a young child's day. A child comes to understand about his/her environment and learn about the real world through play.

GUIDELINES FOR PLAY

-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

SEQUENTIAL PICTURE CARDS

SEQUENTIAL PICTURE CARDS can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

TO DETERMINE YOUR CHILD'S ABILITY, allow your child to play freely with the sequential picture cards. Free play will enable your child to become familiar with the cards.

To begin, give your child two sets of picture cards. Each set has three cards describing a simple sequence of events.

After your child has played for awhile, see what she has done with the cards. Did your child attempt to sort the cards into groups that go together? Did your child arrange the cards in any order? Note if your child talks about the pictures on the cards.

HELP YOUR CHILD LEARN TO SEQUENCE EVENTS by talking about things that have happened during the day. Have your child tell you what he did from the time he got up in the morning.

If your child doesn't want to tell you about his day, you begin to describe the sequence of events. For instance, say "First you got out of bed. Next, you ate breakfast. Then you brushed your teeth," and so on.

Talk slowly. If your child wants to join in at any time, encourage him to do so.

INCREASE YOUR CHILD'S ABILITY TO TELL A STORY USING PICTURES. Select a set of three cards. Look at each picture. Discuss each picture with your child.

Now, together arrange the cards to tell a story. Encourage your child to make decisions about the order of the cards. Place the cards in sequence from left to right.

If your child has difficulty putting the cards in story order, help her discover the sequence.

Accept any arrangement that makes sense to you and your child. These stories can be told in many ways.

Once you have the cards arranged in a sequence, encourage your child to tell a story about the pictures. You can ask "What is happening?" and "What happened next?" You might ask, "What is the boy doing in this last picture?"

Each time you introduce a new set of cards, follow the same procedure. Gradually encourage your child to do as much as she can alone.

When your child can sequence the individual sets of cards, scramble several sets of cards. Encourage your child to separate the cards into sets that go together.

AT HOME IDEAS . . . . . .

TO MAKE A SET OF SEQUENTIAL PICTURE CARDS, cut a series of three to five pictures from old story books, or comic strips (choose frames with little writing). Choose pictures which tell a simple story when placed in sequence.

Glue the pictures onto cardboard.

Cover with clear contact if desired.

Your child may also enjoy hunting through magazines to find pictures to create a story of her own.

. . . . . .

Read a delightful story that reinforces a simple sequence of events. Ask your librarian for the THE CARROT SEED by Ruth Krauss.

. . . . . .

This rhyme tells a simple sequence of activities-

"Mix a pancake. Stir a pancake.
Pop it in a pan.
Fry the pancake. Toss the pancake.
Catch it if you can."

sorting box and accessories

This sturdy wooden "Sorting Box with Accessories" is helpful for learning color and number concepts. Interchangeable code strips are positioned in a slot of the box. The child sorts groups of tiles by number or color. This set includes a hinged-lid sorting box with three code strips, and 70 tiles for color matching, discrimination and number work. Also included are wooden boxes for storing tiles.

Sorting Box and Accessories is available from Development Learning Materials, 7440 Natchez Avenue, Niles, Illinois 60648 or call (312) 647-7800.

Catalog Number: 260

Approx. Cost: $25.00

LEARNING THROUGH PLAY

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GUIDELINES FOR PLAY

-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

SORTING BOX AND ACCESSORIES

SORTING BOX AND ACCESSORIES can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

INTRODUCE THE SORTING BOX AND ACCESSORIES TO YOUR CHILD. Insert the color code strip into the box. Give your child several color tiles. Now allow your child to play freely with the materials. This enables your child to become familiar with the sorting box.

Observe whether your child attempts to match any of the color tiles to the appropriate slots. Fitting the tiles into the slots helps to develop eye-hand coordination.

Notice whether your child identifies the colors verbally.

Next, insert the number code strip with the dots. Give your child several number tiles. Again allow your child to play freely.

Observe whether your child attempts to match the tiles to the slots. Does your child count any of the items?

It will be helpful to know your child's ability when you begin the activities.

TO DEVELOP COLOR MATCHING SKILLS, try these activities. Insert the color code strip into the box.

Start with the primary colors - red, yellow and blue. (Introduce the other colors when your child can match the primary colors.)

Hand your child a color tile. Encourage her to match the tile to the same color on the code strip. Provide cues if necessary. Say, for example, "Put the red tile in this slot."

Next, place the color tiles in front of your child. Point to a color on the code strip. Encourage your child to select the matching color tile. Place the tile in the appropriate slot.

The next step would be to ask your child to find a specific color tile. For instance, say "Find the yellow tile." Match the tile to the slot.

Later, encourage your child to name the colors on the tiles or on the code strip.

TO DEVELOP YOUR CHILD'S UNDERSTANDING OF NUMBER CONCEPT, insert the number code strip. Now hand your child the number tile with only one item. Encourage your child to match the tile to the number of dots that is the same.

Count the dots with your child. Now count the items on the tile. Say, "We have four here and four here. They are the same number."

WHEN YOUR CHILD IS ABLE TO MATCH THE NUMBER TILES TO THE DOTS,YOU CAN INTRODUCE THE CODE STRIPS WITH NUMERALS. Recognizing numerals is a more advanced task. Point to the different numerals and practice saying the names with your child.Then, try pointing to a specific numeral, such as the "3." Ask your child what number it is.

Learning the names of the numerals will take some practice. Once your child has learned the numeral names, you can play matching games, as described previously.

MAKE A SORTING BOX AND ACCESSORIES ... ...

You can make code strips and tiles similar to those included in the Sorting Box and Accessories Set. Use cardboard and colored construction paper. Copy the patterns used on the tiles. Make tiles and strips from cardboard, and glue on construction paper shapes and dots.

Instead of using a single sorting box, collect small plastic containers. Margarine containers would work fine.

Arrange the containers in a row. Stand the code strips behind the containers. Match the tiles to the appropriate container.

sorting cards

"Sorting Cards" are excellent for matching colored shapes in various arrangements, and for discriminating between shape patterns. The set includes six boxes of colorful, plastic-coated cards with patterns of increasing complexity to sort and match.

Sorting Cards are available from Childcraft Education Corp., 20 Kilmer Road, Edison, New Jersey 08817 or call toll free 800-631-5652.
Catalog Number: 7L576 Approx Cost: $15.95

LEARNING THROUGH PLAY

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GUIDELINES FOR PLAY

-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

SORTING CARDS

SORTING CARDS can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

TO DETERMINE YOUR CHILD'S ABILITY, allow your child to play freely with a box of cards. Free play will enable your child to become familiar with the sorting cards. To begin, choose a box that has only one item on each card.

Watch how your child plays with the cards. Does your child attempt to sort the cards into groups that are alike? Notice if your child verbally identifies either shapes or colors. It will be helpful to know your child's ability when you introduce the activities.

If your child experiences frustration with the sorting cards, set them aside. Sorting objects, rather than pictures, may be easier for your child. If so, ask your librarian for the Sorting and Order Kit.

TO STIMULATE LANGUAGE EXPRESSION, talk about the pictures on the sorting cards.

Talk about the *shapes.* Name the shapes. Encourage your child to repeat the names. Ask your child to name objects around the house with similar shapes.

Next, talk about *color.* Name the colors. Look at the yellow cards as you talk about the color yellow. Ask your child if she is wearing anything red, or yellow, or blue.

Talk about *size.* Use "small/large" or "big/little", whichever you prefer. Compare the big circles and the little circles. Point out big and little objects in the yard.

TO TEACH SORTING SKILLS, start with a single box of cards. Sort through the set of cards. Take out two of each kind. Give one set to your child. You hold the second set.

Present one card at a time to your child. Instruct your child to find a card in her set that "matches", or is the same. Say, "Find the triangle. Find the shape that looks like this one."

FOR A MORE ADVANCED SORTING GAME, give your child a set of cards. Now place several cards in front of your child. Have your child sort through his set of cards. Ask him to sort the cards into groups that are alike.

Gradually increase the number of cards used for this sorting game.

When your child is able to sort the cards in a single box, you can begin to combine the boxes of cards. Start with only a few cards from two or three different boxes. Instruct your child to sort the cards into groups that are alike.

If your child places a card in a group that it does not belong in, try to point out the differences. Is the shape different? Are there more dots on one card than the other? Is the color different?

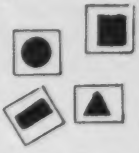
MAKE A SHAPE LOTTO GAME . . . . . .

Encourage your child to help you make a Shape Lotto Game. You will need cardboard, construction paper, scissors, and crayons (red, blue, green and yellow).

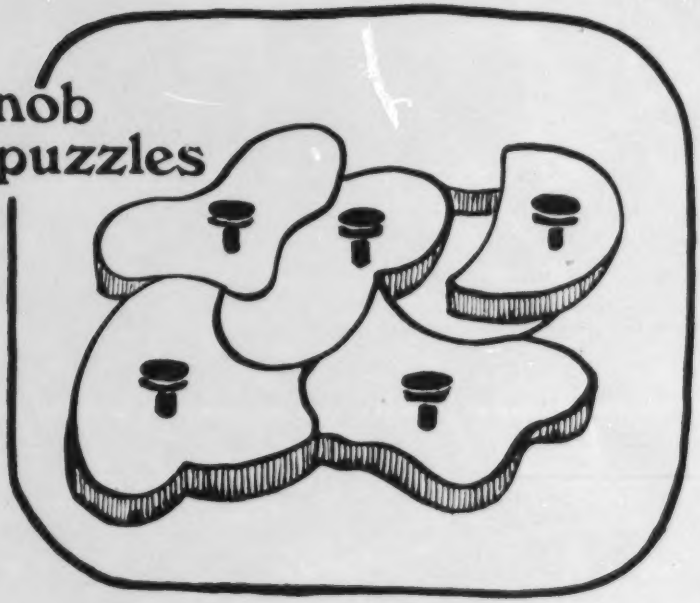
Divide the cardboard into four equal parts. On each part draw and color in shapes: one *red* circle, *blue* triangle, *green* square, and a *yellow* rectangle.

Make 16 sorting cards by cutting construction paper into small squares. Color shapes on four cards each to match the shapes on the board.

Shuffle the cards. Match the sorting cards to the shapes on the board.



knob puzzles



"Size and Shape Knob Puzzles" emphasize size and shape discrimination. Consisting of 4 to 9 puzzle pieces, these puzzles enable a child to start with the most simple consturction and progress to the more difficult tasks.

The collection includes the following puzzles: Two Ladybugs, Snowman, Flower Pot, Kites, Three Fish, Toad Stool, Four Ducks, Birds in a Fruit Tree.

Knob Puzzles are available from Childcraft Education Corp., 20 Kilmer Road, Edison, New Jersey 08817 or call toll free (800) 621-5652.
Catalog Numbers: 7Z 176-183 Approx. Cost: $10.95 each

LEARNING THROUGH PLAY

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GUIDELINES FOR PLAY

-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

SIZE AND SHAPE KNOB PUZZLES

KNOB PUZZLES can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

TO DETERMINE YOUR CHILD'S LEVEL OF ABILITY WITH PUZZLES, allow her to play freely with the toy. This provides your child with a chance to become familiar with the puzzle.

Your child may place one or several pieces correctly. Or she may complete the puzzle correctly during free play.

If your child completes the puzzle rather quickly during free play, you may wish to progress to a slightly more difficult puzzle next time.

If your child experiences frustration with the puzzle during the free play, set it aside. Choose a simpler puzzle next time you visit the ToyBrary.

DEVELOP EYE-HAND COORDINATION AND STIMULATE LANGUAGE DEVELOPMENT in this way.

Before removing any puzzle pieces talk about the picture content. If the picture is an animal, for instance, talk about the name of the animal, where it lives, how it sounds or what it eats. With the snowman puzzle, for example, you might say "Look at this snowman. Let's give the snowman a name. OK, we'll call the snowman 'Frosty'. Where does Frosty live? What does Frosty have on his head?" and so on. Other puzzles would provide you with an opportunity to talk about sizes, shapes or colors.

For beginners, remove a single puzzle piece. Have your child replace this single piece. Continue this procedure by next removing two pieces, then three pieces and so on.

Offer assistance if your child has difficulty placing a piece. As you hold your child's hand, rotate the puzzle piece slowly while trying to make the puzzle piece fit the space.

To provide an additional cue have your child trace the edge of the puzzle piece with his finger. Trace his finger around the edge of the space also.

TRY A MORE ADVANCED ACTIVITY NEXT. As your child is completing a puzzle, encourage her to describe the piece she needs to fit a certain space. For example, if your child is working on the "Flower Pot" puzzle, you might say, "The largest green leaf goes here," or "The flower pot fits here." There are numerous opportunities to describe color, size, shape, animals or objects.

GIVE YOUR CHILD DRAWING PAPER AND A PENCIL OR MARKER. Remove the puzzle pieces. Demonstrate how to hold onto the knob as you trace around the puzzle piece. For example, with the "Butterfly" puzzle, trace around the edges to form an outline of a butterfly. Provide your child with crayons or paint and a brush. He could create his own lovely butterfly in this way.

MAKE YOUR OWN KNOB PUZZLE...

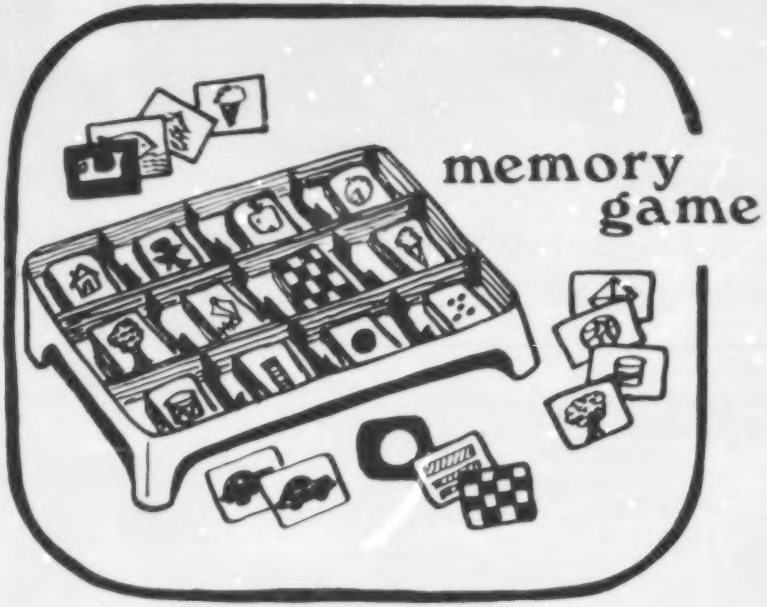
You will need a piece of cardboard, a picture from a magazine or coloring book, and buttons (preferably a round ball-like button).

Paste or glue the picture onto the cardboard. The cardboard should be larger than the picture if you wish to have a frame.

Sketch lightly where you will make the cuts on the picture. Then cut the picture into two or more pieces.

Sew a button firmly onto each puzzle piece. This will serve as a small knob for grasping the pieces.

Your child may enjoy making a puzzle herself by cutting large shapes or along a simple curve.



"Memory Game," is an entertaining game that tests and improves memory skills. It is a card game in which players try to locate and collect matching pairs of picture cards by recalling their positions. The set contains 54 matching pairs of cards and a plastic tray for storing the cards.

Memory Game, a Milton Bradley product, is available from Constructive Playthings, 1040 East 85th Street, Kansas City Missouri 64131 or call (816) 444-4711.

Catalog Number: MB 4664

Approx. Cost: $4.50

LEARNING THROUGH PLAY

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GUIDELINES FOR PLAY

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-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

MEMORY GAME

MEMORY GAME can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

ALLOW YOUR CHILD TO PLAY FREELY WITH THE CARDS. Free play will enable your child to become familiar with the cards.

To begin, give your child three or four pairs of cards. After your child has played for awhile, see what she has done with the cards. Did your child attempt to match the pairs? Note if your child talks about the pictures on the cards. It will be helpful to know your child's ability when you present the activities.

If your child seems uninterested or frustrated with the cards, set them aside. Sorting and matching objects, rather than pictures, may be easier for your child. Try the Sorting and Order Kit next time you visit the ToyBrary.

TO STIMULATE LANGUAGE EXPRESSION, talk about the pictures on the cards.

Name the pictures. Encourage your child to repeat the names. If possible, point to the actual object. Help your child notice likenesses and differences between an actual object and a pictured object.

To help learn the names of the pictured objects, select four or five pairs of cards that your child will easily recognize. Give one set to your child. You hold the other set. Ask, "Do you have a card with a butterfly?" "Show me a card with a picture of a *ball.*" You can also let your child ask you for certain cards.

Action cards will invite verbal expression also. You can ask "What is happening?" or "Tell me about the picture."

TO STRENGTHEN MATCHING SKILLS, select three or four pairs of cards.

Arrange the cards face-up on a flat surface. Separate the pairs so they stand out very clearly as groups or pairs. Say, "Look. Here are *two trees.* They are *just alike.*" Repeat for each pair.

After you have done this, mix the cards up. Pick them up one by one. Ask, "Can you find one just like this?"

If your child has difficulty, help him find the matching cards. Say, "See, these two are the *same.* They both have *red flowers.*"

TO STRENGTHEN MORE ADVANCED SORTING SKILLS, select groups of cards that are alike in some way. These could be pictures of animals, people, things to eat, or things that grow outside.

Instruct your child to sort the cards into groups that are alike in some way. To start, you may need to suggest the categories. Say, for example, "Find all the pictures of *animals.*"

NEXT, TRY A MEMORY GAME. Begin with several pairs of pictures. Mix the cards. Place face-down on a flat surface.

Instruct your child to turn any two cards picture side-up.

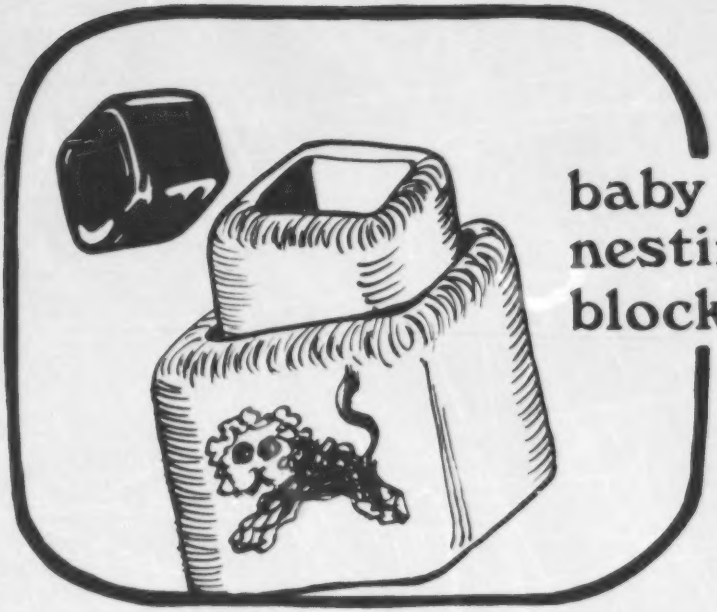
If the two cards match, your child removes them. If the cards do not match, turn both picture side down. Select again.

You and your child can take turns matching pairs.

TO MAKE A SET OF MATCHING CARDS

You can buy colorful stick-on seals at the dime store or stationary store. Stick pairs of stickers on notecards to make your own set of matching cards.

TOYS THAT APPEAL TO THE SENSES



baby nesting blocks

These three blocks are excellent for a child's first set. There are many ways to play with these blocks; they may be stacked or nested, or, they may simply provide good practice with grasping. As an added bonus, the smallest block has a jingle bell inside.

These blocks are made of durable plastic with rounded corners and smooth edges.

Baby Blocks, a Playskool product, are available from Kaplan School Supply Corp., 600 Jonestown Road, Winston-Salem, North Carolina 27103 or call toll free 800-334-1980.

Catalog Number: 425-53 Approx. Cost: $4.00

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GUIDELINES FOR PLAY

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-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. if she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

BABY BLOCKS

BABY BLOCKS can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

TO ENCOURAGE YOUR CHILD TO FOLLOW MOVING OBJECTS, OR "TRACK," TRY THESE GAMES. The position of your child is important when working on tracking. Tilt your child up as much as possible. If your child's head is turned to the side, try to center his head by propping it with pillows.

Hold the small block which has the bell inside about 8 to 12 inches from your child's face. Shake the block to attract his attention. When your child looks at the block, move it very slowly to one side. Now shake the block again. Move it to the other side. Concentrate on side to side movements first. If successful, try vertical and circular movements.

IF YOUR CHILD CAN HOLD OBJECTS PLACED IN HER HAND, you can offer her a block to help develop her ability to grasp. When your child is good at grasping, she can then practice reaching out and picking up the bright colored blocks.

TRY THIS GAME IF YOUR CHILD CAN SIT BY HIMSELF AND HOLD OBJECTS. Put the smallest block inside the largest. Shake it. Demonstrate looking in and finding the small block. Guide your child to look in, and put his hand in to touch the small block. Your child will gradually learn to turn the block over and dump the smaller block out. The next step for your child is to learn to reach in and take the small block out.

NOW YOUR CHILD IS READY FOR A SEARCHING GAME. As your child watches, turn the biggest block over. Say, "Now I'll take this big block and put it on top of this

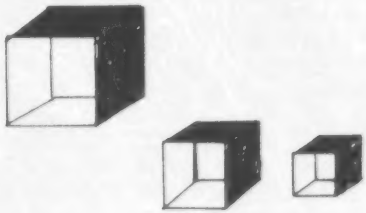
little block. Where did the little block go?" Encourage your child to look until he finds the little block. Hide the block again and let your child find it on his own. Later he may be able to change roles with you so that he hides the block and you find it.

NEXT, DEMONSTRATE NESTING THE BLOCKS. Allow your child to examine the blocks. She may nest them by herself. While nesting the blocks your child may put the smallest block inside the biggest block, and then discover the middle-sized block won't fit. Describe for her what is happening. Say, "Oh, it won't go in -- something's in the way. Try again."

CHANGE THE GAME TO STACKING as you demonstrate building a tower. Say, for example, "We are going to build a tower. See, this block goes here, this block on top, etc." Encourage your child to imitate your actions. Instead of insisting that she stack the blocks in the proper order, let her examine the blocks and build a tower in her own way. Eventually your child will learn to nest and stack the blocks in the correct sequence.

MAKE A SET OF BABY BLOCKS by using three boxes or plastic containers of various sizes that will fit one inside the other. Place a bell or small object inside the smallest container and tape the lid tightly.

Paint the boxes bright colors, or, glue pictures on the sides of the containers. Covering the containers with clear contact will provide a washable surface and a longer lasting toy.



rock-a-stack

"Rock-A-Stack" consists of brightly colored rings which can be stacked around a post. Give the toy a nudge and it moves back and forth on its base. "Rock-A-Stack" helps a child learn colors, sequence objects from smallest to largest, and develop small muscle control.

"Rock-A-Stack", made of sturdy plastic, is washable and non-toxic.

Rock-A-Stack, a Fisher-Price product, is available from Kaplan School Supply Corporation, 600 Jonestown Road, Winston-Salem, North Carolina 27103 or call toll free (800) 334-1980.

Catalog Number: 168-627 Approx. Cost: $2.30

LEARNING THROUGH PLAY

Play is a child's work and should be regarded as an essential ingredient in a young child's day. A child comes to understand about his/her environment and learn about the real world through play.

GUIDELINES FOR PLAY

-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

ROCK-A-STACK

"ROCK-A-STACK" can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

TO ENCOURAGE YOUR CHILD TO FOCUS ON OBJECTS, tie a string or a piece of elastic around one of the rings. Tie the ring to an upright crib rail about 8 inches above your child's shoulder. Ideally, there should be a ring on each side of the crib. This gives your child a stationary object to look at. The intriguing bright colors will invite complete investigation.

IF YOUR CHILD IS REACHING, she will begin batting at the rings. You will notice that at first she will touch the ring with her fist. Your child's next effort will be to reach for the ring with a partly opened hand. Finally, she will reach for the ring by coordinating arm movement with vision. When she is able to grasp the object she will bring it to her mouth.

IF YOUR CHILD CAN HOLD OBJECTS PLACED IN HIS HAND, you can offer him the rings to help him develop his ability to grasp objects. When your child is good at grasping, he can then practice reaching out and picking up the bright colored rings.

AS YOUR CHILD LIES ON HER STOMACH, place the Rock-A-Stack in front of her on the floor or crib. Give the toy a nudge. It will rock back and forth on its base. This will encourage your child to raise her head and chest while supporting herself on her forearms. Gradually your child will extend her arms to nudge the toy.

TO ENCOURAGE YOUR CHILD TO ROLL OVER TO HER SIDE, tie a string to one of the rings. Dangle the ring off to the child's side.

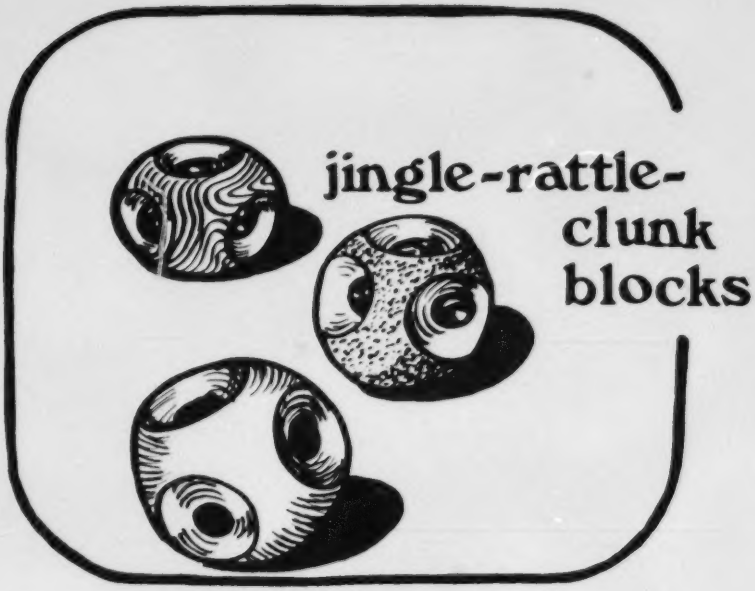
IF YOUR CHILD IS IMITATING YOUR MOTIONS, take a ring in each hand and hit them together. Offer your child a ring to hold in each hand. Repeat the action. At first, you may wish to help your child hit the two rings together. Gradually fade this assistance as your child learns this skill.

Or, try this game. Give a ring to your child. Say to him "Put the ring here," pointing to the top of the post. You may guide the child's hand on his first attempt. If he wishes to investigate the ring, fine. Give him another ring and try again. In time, he will imitate your motions and stack the rings independently. At this point he will have a good time trying to get all the rings on the post and won't care if they are on in order.

NEXT, TRY STACKING THE RINGS IN SEQUENCE, from biggest to smallest. Say to your child, "Let's put these rings back on the post. Here, try this ring. Good! It went all the way down." If she places a ring incorrectly, describe for her what's happening. For instance say "The orange one didn't go all the way down. Which one will?" After she tries another ring decide together if it is on correctly.

MAKE YOUR OWN STACK 'EM TOY

If you have an angel food cake pan and some mason jar lids, you have a simple stack 'em toy. Your child can enjoy slipping the mason jar lids onto the tube of the cake pan.



"Jingle-Rattle-Clunk Blocks" will provide great fun for a young child. These blocks will invite a child to reach out and grasp their rounded edges. As the child's manipulative skills develop, she/he will use the blocks to practice grasping with thumb and forefinger. Each block is a different color and makes a different sound. The rounded edges let the blocks wobble and roll a short distance.

Jingle-Rattle-Clunk Blocks, by Child Guidance are available from Childcraft Educational Corp., 20 Kilmer Road, Edison, New Jersey 08817 or call toll free 800-631-5652.

Catalog Number: 7J485 Approx. Cost: $3.25

LEARNING THROUGH PLAY

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-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

JINGLE - RATTLE - CLUNK BLOCKS

JINGLE - RATTLE - CLUNK BLOCKS can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

TRY THESE LOOKING GAMES to encourage your child to follow moving objects with her eyes. Your child will enjoy looking at objects which you hold and move into her line of vision. This is called tracking.

Positioning of your child is important when working on tracking. Tilt your child in an upward position. If your child's head is turned to the side, try to center her head by placing small pillows on each side.

Hold a block about 8 to 12 inches from your child's face. Shake the block gently to attract her attention.

When your child looks at the block, move it slowly to one side. Present the block again. Move it slowly to the other side.

Talk to your child as you move the block. Say, "Look at the red block. There it goes."

If your child shuts her eyes or briefly looks away, pause a second. Shake the block again to attract her attention. Continue to play.

WHEN YOUR CHILD HAS GAINED MORE SKILL IN CONTROLLING HEAD AND NECK MOVEMENTS, try this game. Lay your child on her stomach. Dangle a block on a piece of string in front of your child's eyes. Lift the block slowly upward to encourage your child to raise her head and chest.

Next, try moving the block in a circle.

ENCOURAGE YOUR CHILD TO SEARCH FOR SOUNDS. When your child is lying on his back and looking up, gently shake a block beside his head. Say, "Where's the jingle bell? Can you hear the bell?"

At first your child may look at you. Shake the block. Watch for your child's response.

When your child does look in the direction of the sound, shake the block as he watches. Say, "That's right. Here's the jingle bell."

FOR A MORE ACTIVE GAME, attach a dowel rod or yardstick across your child's crib. Tie securely on both sides.

Tie the blocks to the rod with ¼ inch elastic. Be sure the blocks are within your child's reach.

Lay your child on her back. Holding your child's arm, gently bat the blocks. The resulting movement and sound will encourage your child to continue the swiping motion.

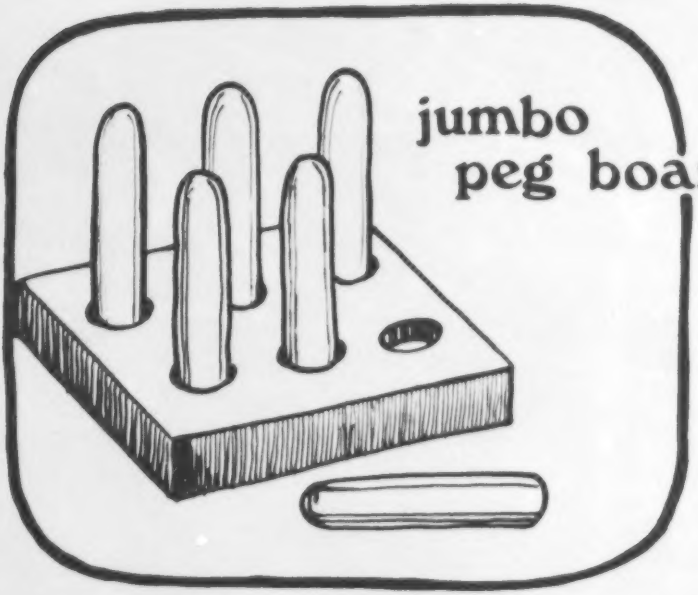
As your child gains further control of her arm and hand movements, she will begin to practice reaching and grasping the blocks. The elastic will allow your child to pull the blocks to her mouth, then watch them jiggle and rattle when released.

Next, your child will enjoy holding the blocks in his hand. Even the slightest shake will produce a pleasant sound.

MAKE A "JINGLE-RATTLE-CLUNK" RATTLE

You will need a small, clear plastic bottle. Clear dish washing liquid bottles work nicely.

Fill the bottle with small scraps of bright colored paper, tin foil balls, pieces of yarn, etc. Also insert a bell or wooden bead. Be sure the lid is on tight and seal with tape so that your child won't be able to get at the small pieces and accidentally swallow them. Now your child can play with her own bright and attractive rattle.



jumbo peg board

The "Jumbo Pegboard" is ideal for beginning pegboard activities. Extra-large pegs and holes allow for easy handling. The 5½" x 7½" hardwood board is finished in a bright blue (non-toxic) and the six 1" hardwood pegs have a natural finish.

Children using this toy will be exercising fine motor skills and working on eye-hand coordination.

Jumbo Pegboard, a product of Whitney Bros. Co., is available from University Publishing Co., 1126 "Q" Street, Lincoln, Nebraska 68501 or call (402) 432-2761.

Catalog Number: WB602

Approx Cost: $4.25

LEARNING THROUGH PLAY

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GUIDELINES FOR PLAY

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-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

JUMBO PEGBOARD

The JUMBO PEGBOARD can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

IF YOUR CHILD CAN HOLD OBJECTS PLACED IN HIS HAND, you can offer him the pegs. This will help your child develop his ability to grasp objects. Your child can then practice reaching out and picking up the pegs.

IF YOUR CHILD CAN SIT BY HERSELF, sit next to her on the floor. Place the pegboard in front of your child. She will enjoy taking the pegs off the board. Your child will want to investigate the pegs thoroughly at this point.

Allowing your child to play freely with the pegboard will provide you with an opportunity to observe her level of ability with the materials. Your child may place the pegs correctly during the free play.

IF YOUR CHILD IS IMITATING YOUR MOTIONS, take a peg in each hand. Strike the pegs together. Offer your child a peg to hold in each hand. Strike the pegs together again. At first you may wish to help your child strike the pegs together. Gradually fade your assistance as your child learns the skill.

TO DEVELOP EYE-HAND COORDINATION AND HAND AND FINGER CONTROL, try these activities. In the begininng allow your child to put the pegs in and take them out as he wishes.

Next, as your child watches, place a peg in one of the holes. Say, "The peg goes here," as you point to the hole on the board. Put a peg in your child's hand. Say, "Put the peg here. Good!" Point to one of the holes.

If your child has difficulty placing the pegs, guide his hand to place the peg in its proper position.

Continue this procedure until all the pegs are placed in the board. As your child demonstrates increasing skill with the pegs, fade your assistance.

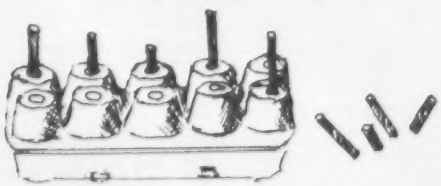
INTRODUCE NUMBER CONCEPT TO YOUR CHILD. Place the pegboard in front of your child. Remove the three pegs in the bottom row. Pointing to each peg, count "one - two - three." Encourage your child to count with you. Touch each peg as you count.

Next, demonstrate placing the remaining three pegs in the bottom row. As you place each peg count "one - two - three."

Remove the three pegs in the bottom row. Hand your child one peg at a time as you count, "one - two - three." When your child has all the pegs, say, "Put the *three* pegs here." Point to the three holes in the bottom row. Count the holes in the bottom row before placing the pegs. Together, with your child, count "one - two - three" as he places the pegs in their proper position in the bottom row.

Repeat this activity.

MAKE A PEGBOARD . . .

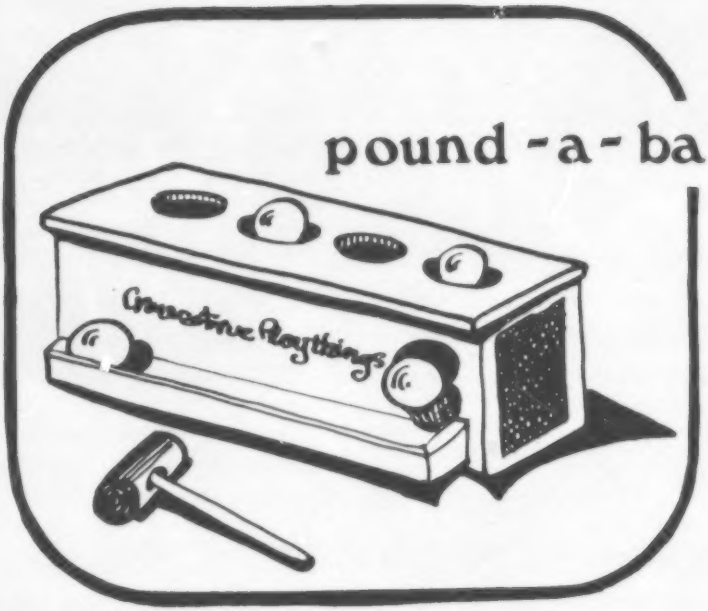


Use an egg carton and dowels to make a pegboard.

Dowels are inexpensive and can be purchased in a local hardware store. Select a dowel 1-inch in diameter. To make pegs, cut the dowel into 4-inch sections. Paint with a non-toxic paint if you desire.

Turn an egg carton upside-down. Punch 1-inch holes in the egg cup sections. Now your child can enjoy putting pegs in his own pegboard.

pound-a-ball



"Pound-a-Ball", a unique pounding toy, is excellent for developing motor skills and eye-hand coordination. When a ball is pounded into the bench it reappears, rolls down and rests in the tray on the front of the bench. Children will enjoy repeating this action over and over again. "Pound-a-Ball" contains 4 brightly colored balls, bench and mallet.

Pound-a-Ball, a Creative Playthings product, is available from Kaplan School Supply Corporation, 600 Jonestown Road, Winston-Salem, North Carolina 27103 or call toll free 800-334-1980.
Catalog Number: 085-0206 Approx. Cost: $6.50

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-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

POUND · A · BALL

POUND · A · BALL ean be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

TO DEVELOP EYE-HAND COORDINATION AND HAND AND FINGER CONTROL, encourage your child to place the balls on top of the holes. Show your child how to pound the balls with the mallet. This free play activity invites repetition and enables your child to become familiar with the pounding toy.

Next, let your child hold the mallet. Note how she holds it. Demonstrate the proper grip if necessary.

For variation, your child could *push* the ball through the holes with her fingers.

TO STIMULATE YOUR CHILD'S THINKING AND LANGUAGE SKILLS, talk about what happens when your child pounds the balls. "Where do the balls go?" "How do the balls get into the tray?" are questions you might ask.

INCORPORATE NUMBER SKILLS by counting the number of "taps" it takes for the ball to go through the hole. As your child taps the ball, count, for example, "One, two, three! You got it through with three taps."

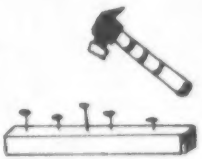
Another number related activity involves asking your child to pound *two* balls, or *three* balls, and so on.

If your child understands this and does well, try another number activity. Say, "Now pound the *first* ball." If your child does not understand, put a ball on the first hole and repeat, "Now pound the *first* ball." Demonstrate the meaning of *second* in the same way.

TO ENHANCE YOUR CHILD'S RECONGNITION OF COLOR, try this activity. Begin with one-step directions, such as, "Pound the *red* ball." "Pound the *yellow* ball." When your child is successful with one-step directions try two-step directions. For example, say "Pound the *red* ball then pound the *green* ball."

A POUNDING ACTIVITY IS AN EXCELLENT CHOICE FOR AN 'INDOOR' DAY! Pounding activities help to release a child's natural energy.

Use a regular hammer and nails for pounding activities at home. Mom's or Dad's hammer is even more fun than a toy hammer. Short nails with a large head and pounded on soft wood work best for beginners. Pounding on a piece of packing styrofoam works very well. The nails go in easily. Moreover, you can pull the nails out and use them over and over again.



Your child may enjoy learning "Johnny Pounds With One Hammer!" Substitute your child's name.

Johnny pounds with one hammer, one hammer,
One hammer (Imitate pounding hammer with one hand)

Johnny pounds with one hammer,

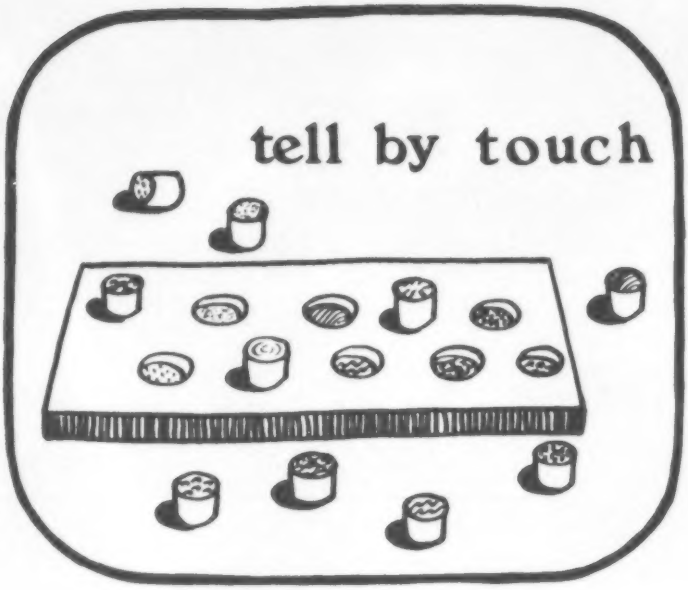
now he pounds with two!
(. . . . .with two hands)

Repeat - Now he pounds with three!
(. . . . .with two hands and stamp one foot)

Repeat - Now he pounds with four!
(. . . . .with two hands and stamp both feet)

Repeat - Now he pounds with five!
(. . . . .with two hands, stamp both feet, shake head up and down)

Repeat - Now he goes to sleep!
(. . . . .imitate sleeping)



Ideal for tactile development activities, "Tell by Touch" allows children to match inserts and holes by touch as well as sight. Each 1" wooden insert is topped with a different texture; each hole on the wooden board has a corresponding texture. The textured surfaces range from sandpaper rough to velvety soft.

This toy would be an excellent choice for a visually impaired child.

Tell by Touch is available from Childcraft Education Corp., 20 Kilmer Road, Edison, New Jersey 08817 or call toll free 800-631-5652.
Catalog Number: 7L493 Approx. Cost: $7.95

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-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

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-Positive reinforcement is important.

TELL BY TOUCH

TELL BY TOUCH can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

TO ENHANCE YOUR CHILD'S TACTILE AWARENESS, try the following activities. Some of these activities are especially appropriate for the visually impaired child.

Remove all of the wooden discs from the board. Allow your child to feel the empty spaces on the board. Give your child the wooden discs one at a time. Explain that each disc matches a space on the board.

Put a disc in your child's hand. Say "Here, feel this disc. How does it feel?" Encourage your child to use descriptive words, such as, smooth, soft, rough or bumpy.

Place the board in front of your child. Say "Now feel the empty spaces on this board. Can you find the space that feels just like this disc?"

If your child has difficulty finding the matching space, guide her hand to touch the appropriate space. Gradually fade this assistance as she learns the skill.

For a child with vision, the colors will serve as a cue when matching the discs to the spaces. As your child is successful in matching, encourage him to try this activity with his eyes closed or covered.

TO STIMULATE LANGUAGE DEVELOPMENT, place a wooden disc in your child's hand. Tell her to feel the disc. Describe how it feels. Use descriptive words such as rough, bumpy, hard, scratchy, smooth, soft, slippery or others. Go through the entire set describing each of the textures. Next, encourage your child to describe how the discs feel.

Choose one of the discs. For example, you might choose the burlap. Talk about the burlap and how it feels rough. Then say to your child, "Can you find something in this room that feels rough? Find something that feels rough like this burlap." Allow your child to walk about the room and explore.

MORE ADVANCED LANGUAGE GAMES CAN FOLLOW WHEN YOUR CHILD IS ABLE.

Place the discs in front of your child. Describe the discs one at a time. Encourage your child to find the disc you are describing. The colors and textures will serve as cues.

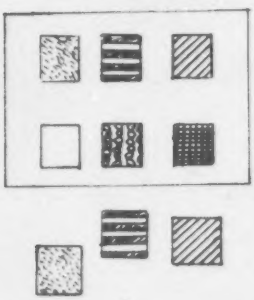
Describe a disc to your child, this time with her eyes covered or closed. By feeling the various discs your child can try to guess the one you are describing.

Now change roles with your child. Let her describe the textures while you guess.

If your child is visually impaired, this exercise will be helpful. Hand your child a rough disc to hold in one hand. Hand her a smooth disc to hold in the other hand. Ask your child to talk about how the two discs feel.

A TELL BY TOUCH IS EASY TO MAKE . . .

Select fabrics of different textures, such as, satin, velvet, corduroy, burlap, wool or cotton. Also collect pieces of cork, leather, vinyl, wallpaper or sandpaper. Cut two small squares or circles from each type of texture. Glue one set onto heavy cardboard or plywood. Place the other set in a small box or envelope.



Allow your child, with his eyes open or closed, to feel one texture on the board. Next, he can choose one of the texture pieces, feel it, and place it on the matching square.

musical mirror

"Musical Mirror" makes a pleasant chiming sound when it is touched or rocked. The child can turn the toy in any direction, and the three unbreakable 4" steel mirrors continue to catch the child's image. This "Musical Mirror" toy provides many opportunities for your child from the time she/he is a small infant. Baby will want to reach out to touch the shiny surface, or later hold Musical Mirror in his/her lap.

Musical Mirror by Child Guidance is available from Constructive Playthings, 1040 East 85th Street, Kansas City, Missouri 64131 or call (816) 444-4711.

Catalog Number: CG 6609 Approx. Cost: $4.95

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-Positive reinforcement is important.

MUSICAL MIRROR

MIRROR GAMES will help your child develop her self-awareness and body image. It is important to provide experiences for your child to see herself and play with her mirror image. Whenever possible, use a hand mirror to continue the suggested activities. Caution: If it is a breakable glass mirror, do not leave it handy when you are not around.

Older children will continue to enjoy mirror games. With older children, use a full-length mirror that is attached to a wall or door. See the last section for activities appropriate for older children.

AS YOUR CHILD LIES ON HIS STOMACH, place the Musical Mirror in front of him on the floor or in the crib. Give the toy a nudge for a pleasant chiming sound.

The chiming sound and the shiny surface will encourage your child to raise his head and chest. Gradually your child will extend his arms outward to touch the toy.

HOLD YOUR CHILD COMFORTABLY ON YOUR LAP. Adjust the mirror so your child can see herself.

First, encourage your child to respond to her image in the mirror in any way she chooses. Your child may smile, reach for her image and so on.

When your child begins to lose interest, try these games. Say, "Look, there's Angie. I see Angie here and I see Angie there. Where's Angie?" Observe your child's response.

Do this at various times and you will notice that your child will begin to recognize herself.

TO ENCOURAGE DEVELOPMENT OF YOUR CHILD'S BODY CONCEPT, touch different parts of your child's body and name them. Say, "This is Billy's nose," and "Here are Billy's eyes."

Touch your own body parts too. Say, "Here's Mommy's nose," and "Here are Daddy's eyes." This will help your child understand the difference between himself and others.

Next, try turning the game around. Ask, "Where's Billy's nose?" and "Where's Mommy's nose?"

Next, place a hat on your child's head. Let him play with this image. Try out different views and positions in the mirror. Talk to your child as he plays. Ask, "Who's that in the mirror? Is that Tommy?"

Play pat-a-cake. Wave bye-bye into the mirror. Can your child copy you?

TO HELP YOUR CHILD BECOME AWARE OF FACIAL EXPRESSIONS, sit with your child in front of a mirror. Make a happy face. Say, "Look at me. Daddy's face is happy," as you point to your face in the mirror. Say to your child, "You make a happy face. Make a face like mine." When she does, say, "Oh, look at you. Your face is happy too. Susan has a happy face."

Repeat the activity, this time making a sad face.

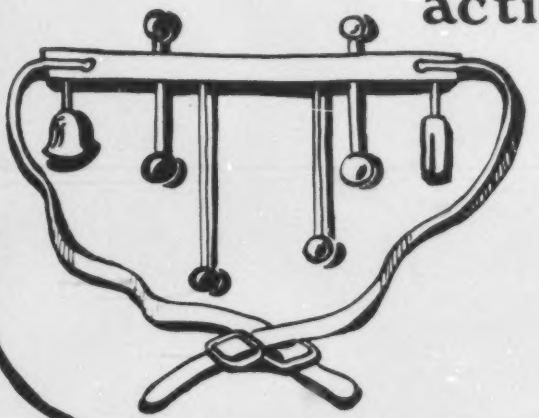
If your child has difficulty making her facial expression fit the words, just have fun making any kind of faces. Try again another time to make happy or sad faces.

TO BECOME AWARE OF MOVEMENT AND APPEARANCE, have your child stand in front of a full-length mirror. Ask your child to point to her nose, touch her toes, clap her hands, stamp her feet, jump up and down, balance on one foot, and so on while watching herself in the mirror.

Stand behind your child. Make different movements. Ask your child to watch you in the mirror and mimic your movements.

Sometimes the two of you may have fun dancing in front of a mirror. Take turns copying each other's movements in time to the music.

baby activator



Your infant or young child will get exercise as well as enjoyment from the "Baby Activator" -- a toy to hang across a crib. A pull of either cord activates gentle musical sounds with a metal bell or wooden clapper.

This toy is excellent for a child who is beginning to reach and grasp. The "Baby Activator" is made of durable hardwood and strong plastic. All parts are securely fastened and non-toxic.

Baby Activator, a Creative Playthings product, is available from Kaplan School Supply Corporation, 600 Jonestown Road, Winston-Salem, N.C. 27103 or call toll free 800-334-1980.

Catalog Number: 085-6042 Approx. Cost: $8.50

LEARNING THROUGH PLAY

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GUIDELINES FOR PLAY

-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

BABY ACTIVATOR

BABY ACTIVATOR can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

TO DEVELOP HAND AND ARM CONTROL, hang the activator in such a way that your child can see and reach it. A good distance is about 8 to 12 inches. Be careful not to position the activator so your child has to extend his head backwards to see.

Begin by gaining your child's attention. As your child watches, pull one of the cords. Talk to your child about the sounds he hears and the movement he sees.

Now, hold your child's arm. Gently guide his arm and hand to touch the cords.

Your child may begin to swipe at the cords with random movements. The resulting movement and sound encourages your child to continue the swiping motion. Later, your child will learn to swipe at the cords with purpose and direction.

IF YOUR CHILD IS HAVING DIFFICULTY WITH CONTROLLED ARM MOVEMENTS, tie a string to your child's wrist. Attach the other end of the string to the bell pull cord. Make sure that there is enough string so that your child can rest her arm.

When your child moves her arm, even slightly, the pull cord will activate the bell sound. Do this activity for short periods of time only.

As your child gains control of her arm and hand movements, she will begin to practice reaching and grasping the pull cords. When your child grasps the pull cord, the clapper or bell sound will result. This helps your child become aware that her movements produce results.

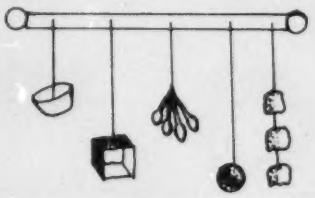
MAKE YOUR CHILD'S KICKING MORE INTERESTING by giving him a target. Hang the activator near your child's feet. If necessary, tap your child's foot against the activator to get him started.

Or, try attaching a string to your child's ankle and a pull cord as suggested before. Make sure there is enough cord so that your child can rest his leg. The movement and sound will encourage your child to continue the kicking.

A HOME-MADE CRIB GYM IS EASY TO MAKE. You will need a support bar. You could use a strong cord stretched across the crib. Or use a ¾ to 1-inch wide dowel of about 16-18 inches. Screw an eye hook into each end. Tie the ends of the support bar securely to each side of the crib.

In choosing objects to hang from the crib gym, try to provide your child with a variety of experiences. Here are a few suggestions:

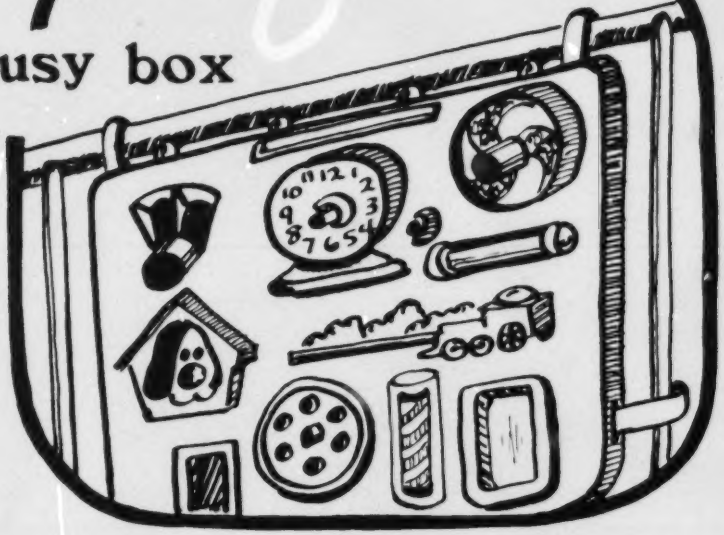
- geometric shapes cut out of polyfoam and covered with different kinds of cloth
- large plastic bracelets
- measuring spoons
- rattles
- small plastic squeak toys
- spools painted bright colors
- colored plastic lids
- plastic measuring cups



Try hanging some of these objects on 1/4 inch elastic. Your child can pull them to her mouth and watch them jiggle when released.

Change the objects periodically to create new interest. Sometimes removing a mobile for awhile, then re-introducing it later in a new location can renew your child's interest. For a new location, strap the crib gym between chair legs or table legs, down low to the floor. Position your child in a seat or lay her on her stomach in front of the toy.

busy box



The "Busy Box" features ten activities to encourage a child's curiosity and development. Things to watch . . . sounds to hear . . . things to touch . . . a child can make these happen with the turn of a dial, handle, or knob.

This toy is non-toxic and is molded of high impact plastic with no loose parts. The "Busy Box" can be attached to the side of a crib or play pen.

Busy Box, by Gabriel, is available from Constructive Playthings, 1040 East 85th Street, Kansas City, Missouri 64131 or call (816) 444-4711.
Catalog Number: 6AB-76053 Approx. Cost: $8.95

LEARNING THROUGH PLAY

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GUIDELINES FOR PLAY

-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

BUSY BOX

BUSY BOX can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

TO ENHANCE VISUAL STIMULATION, hang the Busy Box on the side of your child's crib. The bright colors will attract your child's attention. The mirror will reflect your child's changing expressions.

As your child begins to wave her arms about, her hand may make the striped pole go around. The motion of the pole will encourage your child to continue her movements.

TO DEVELOP FINGER AND HAND CONTROL, try these activities.

Talk to your child as you play these games. Talking helps your child draw connections between words, actions and objects.

Holding your child comfortably on your lap, point to the different moving parts of the Busy Box. Turn the knobs, handles or dial. Slide the door to reveal the picture. Each time explain what you are doing. For instance, say "Look at the dog." Press the dog's nose to make it squeak. Say, "Listen. The dog's nose squeaks. Can you hear the squeak?"

Encourage your child to touch the dog's nose. Physically guide your child's hand if necessary.

Let your child start the game if he wants to. When your child points to a particular part, demonstrate the action. Encourage your child to turn the dial, knob, etc.

USE THE BUSY BOX TO ENCOURAGE LANGUAGE DEVELOPMENT. Point to the rabbit, perhaps, or the dog. Say "dog."

Encourage your child to repeat the word. At first, your child will make sounds which may resemble the word. Or

maybe your child will say the first syllable. Praise her efforts. This will encourage your child's early attempts at speaking words.

MAKE A "BUSY BAR" . . . . . .

You will need a support bar, several objects that are bright and colorful or that make nice sounds. You will also need yarn or ¼-inch elastic.

For the support bar, use a wide dowel of 16-18 inches. Screw an eye hook into each end. Tie the ends of the bar securely to each side of a crib or play pen.

Here are a few suggestions for objects to hang from the "Busy Bar":

-geometric shapes cut out of polyfoam and covered with different kinds of cloth

- large plastic rings or bracelets

- rattles

- measuring spoons

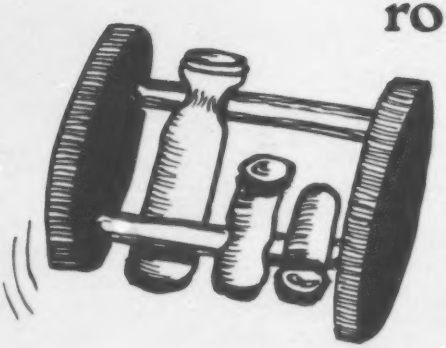
- small plastic squeak toys

- bright colored spools

- colored beads

Try hanging some of the objects on the elastic so they will jiggle and bounce.

rolling sounds



"Rolling Sounds" is a unique wooden toy. Two wheels have colored rods attached to wood axles. As the wheels are rolled, the rods make a "clackety-clack" sound.

This toy is easy to handle and will enhance a child's motor development.

Rolling Sounds, a Creative Playthings toy, is available from Kaplan School Supply, 600 Jonestown Road, Winston-Salem, North Carolina 27103 or call toll free 800-334-1980.

Catalog Number: 085-6025

Approx. Cost: $4.50

LEARNING THROUGH PLAY

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-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

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-Positive reinforcement is important.

ROLLING SOUNDS

ROLLING SOUNDS can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

TO DEVELOP FINGER AND HAND CONTROL, allow your child to play freely with the toy. Free play will enable your child to become familiar with Rolling Sounds.

Observe as your child explores the toy. Does your child push the toy along the floor to make it roll? Does your child move the rods with his fingers? Does he shake the toy to make the rods move?

Demonstrate rolling the toy along the floor. Hold your child's hand and roll the toy together.

Demonstrate rolling the toy again. This time encourage your child to imitate your motions.

TO ENCOURAGE LANGUAGE DEVELOPMENT, TRY THIS. As you roll the toy describe the motions. For example, say, "Let's roll the toy in *front (*or *behind)* you." You might use a cardboard box to create an obstacle. Say, "Let's roll the toy *under* the box," or "Let's roll the toy *on top* of the box."

It will be awhile before your child understands these concepts in terms of language. This activity is a foundation for learning concepts of space.

Try rolling the toy back and forth between you and your child. At first, your child may play with the toy when it is rolled to him. Show him how to roll the toy back to you. Say, "Roll it to Mommy (or Daddy)."

ANOTHER FINGER CONTROL ACTIVITY would be to demonstrate moving the rods with your finger. Encourage your child to copy what you are doing. At first your child will swipe at the rods with several fingers. But, as your child develops finger control, she will begin to poke at the rods with the index finger.

TO ENCOURAGE CRAWLING, place the Rolling Sounds toy in front of your child, just slightly out of reach. Roll the toy back and forth to gain your child's attention.

Watch for signs of your child creeping forward. If your child attempts to crawl towards the toy, but does not crawl far enough to reach it, give him the toy. Try again. Place the toy closer to your child until he is able to retrieve the toy on his own.

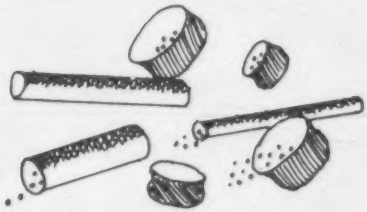
IF YOUR CHILD IS WALKING STEADILY, tie a string onto the Rolling Sounds. Let your child pull the toy along as she walks. The "clackety-clack" of the rods will be rewarding for your child.

TO MAKE A ROLLING SOUNDS TOY . . . . .

Fill a clear plastic container with bright colored beads or buttons. Tape the lid on tightly since your child will be attracted to these beads and might try to swallow them.

Or cover a paper towel tube with colorful fabric or contact paper. Fill the tube with beads. Seal both ends tightly, again so that your child cannot eat the beads.

Roll along the floor or shake to make the "Clackety-clack" sound.



cradle chimes

"Cradle Chimes" is a fascinating mobile that can capture a child's interest with gentle motion and intriguing sounds. This mobile is beautifully designed in natural hardwood and a durable toy.

Cradle Chimes is available from Childcraft Education Corp., 20 Kilmer Road, Edison, New Jersey 08817 or call toll free 800-631-5652.
Catalog Number: 7J 409 Approx Cost: $7.95

LEARNING THROUGH PLAY

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-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

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-Positive reinforcement is important.

CRADLE CHIMES

CRADLE CHIMES can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

TRY THESE LOOKING GAMES TO ENCOURAGE YOUR CHILD TO FOLLOW MOVING OBJECTS WITH HER EYES. Your child will enjoy looking at objects you hold and move. This is called tracking.

Positioning of your child is important when working on tracking. Tilt your child in an upward position. If your child's head is turned to the side, try to center her head by placing small pillows on each side.

Hold the chimes about 8 to 12 inches from your child's face. Shake the chimes gently to attract her attention.

When your child is looking at the chimes, move them very slowly to one side. Shake the chimes again. Now move them to the other side.

If your child shuts her eyes or briefly looks away, pause a second. Shake the chimes again to attract her attention. Continue to play as long as your child seems interested.

WHEN YOUR CHILD HAS GAINED MORE SKILL IN CONTROLLING HEAD AND NECK MOVEMENTS, try this game. Lay your child on her stomach. Hold the chimes in front of your child's eyes. Lift the chimes slowly upward to encourage your child to raise her head and chest while pushing up on her arms.

Next, try moving the chimes in a circle.

ENCOURAGE YOUR CHILD TO SEARCH FOR SOUNDS. When your child is lying on his back and looking up, shake the chimes beside his head. Say, "Where are the chimes? Can you hear the chimes?"

At first, your child may look at you. Shake the chimes again. Watch for your child's response.

When your child does look in the direction of the sound, shake the chimes while he watches. Say, "That's right. Here are the chimes."

FOR A MORE ACTIVE GAME, lay your child on his back in his crib or play pen. Suspend the chimes over your child's crib so they are within reach.

Hold your child's arm. Gently bat the chimes with his hand. The resulting movement and sound encourage your child to continue this random swiping motion. After a number of successes, your child will begin to purposefully swipe at the chimes and create the pleasant sound on his own.

IF YOUR CHILD CAN SIT BY HIMSELF AND HOLD ONTO OBJECTS, try this activity. Sit on the floor together. Put the oval shaped knob in your child's hand. Show your child how pulling the string will bring the chimes within reach. Now let your child try pulling the toy forward.

Attach the chimes securely to your child's feeding chair tray for another game. Shake the chimes. Now drop the chimes over the side. Demonstrate how to pull the chimes up by tugging on the string.

MAKE YOUR OWN CRADLE CHIMES . . .

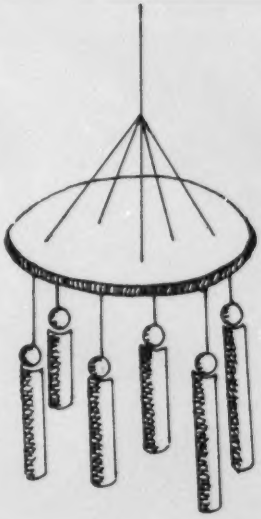
You will need three dowels of varying sizes; three screw eyes; a plastic lid (4-inch diameter); and string. Paint the dowels with non-toxic paint, if desired.

Screw one screw eye into the end of each dowel.

Firmly tie a piece of string to each screw eye.

Knot each string about 2 inches above the screw eye.

Make three holes in the lid. Thread the string through the holes. Secure ends together. Tie a large wooden bead at the end of the strings. Now you can hang the cradle chimes in your child's crib.



For sorting, matching and tactile activities, "Feel and Match Textures" is an appropriate choice. The kit includes sixteen 3 ¾" discs, including 2 discs each of leather, cork, hard plastic, rubber, knit, brocade, and two weights of fabric.

Feel and Match Textures, a Lauri, Inc. product is available from University Publishing Co., 1126 "Q" Street, Lincoln, Nebraska 68501 or call (402) 432-2761.

Catalog Number: WB 604

Approx Cost: $3.85

LEARNING THROUGH PLAY

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-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

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-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

FEEL AND MATCH TEXTURES

FEEL AND MATCH TEXTURES can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

TO ENHANCE YOUR CHILD'S TACTILE AWARENESS try the following activities. These activities are especially appropriate for the visually impaired child.

Divide the set of textures in half. Start with three pairs of textures. Give one set to your child and you hold the others. Choose one of the textures. Perhaps you choose the cork. Ask your child to find the one in his set that feels the same. When your child has made his choice, ask, "Does yours feel the same?" Let your child feel both textures. If, for instance, he chooses the wrong texture say, "Mine feels rough. Yours feels soft. Can you find one that feels rough like this?" As your child becomes good at identifying three pairs, you can gradually increase the number of textures.

HAVE YOUR CHILD TOUCH THE TEXTURES AND MATCH THE ONES THAT ARE ALIKE. Start by placing three or four textures in front of your child. Your child can then feel all the textures and match the two that feel alike.

Continue to increase the number of textures until your child can match the entire set.

ELIMINATE ANY VISUAL CUES AND TRY THIS GAME WITH YOUR CHILD'S EYES COVERED OR CLOSED. As before, start with three or four textures to match. Gradually add the remaining textures.

After your child is able to choose the textures that are alike, try this variation. Place three textures in front of him and ask for the one that is different.

TO STIMULATE LANGUAGE DEVELOPMENT, place a disc in your child's hand. Tell her to feel the disc as you describe how it feels. Use descriptive words such as rough, bumpy, hard, scratchy, smooth, soft, furry, slippery, or

others. Go through the entire set describing each of the textures.

Next, place a disc in your child's hand and have her describe for you how it feels. Encourage her to use the descriptive words suggested above.

A MORE DIFFICULT GAME IS TO PLACE a set of textures in front of your child. Describe a texture. Have your child select the appropriate disc from your description of color and texture.

To make the game even more challenging, ask your child to cover or close her eyes. Now describe a texture to your child. This time she will select the appropriate disc by feeling the various textures.

Next, change roles with your child. Let her describe the textures while you select the appropriate disc.

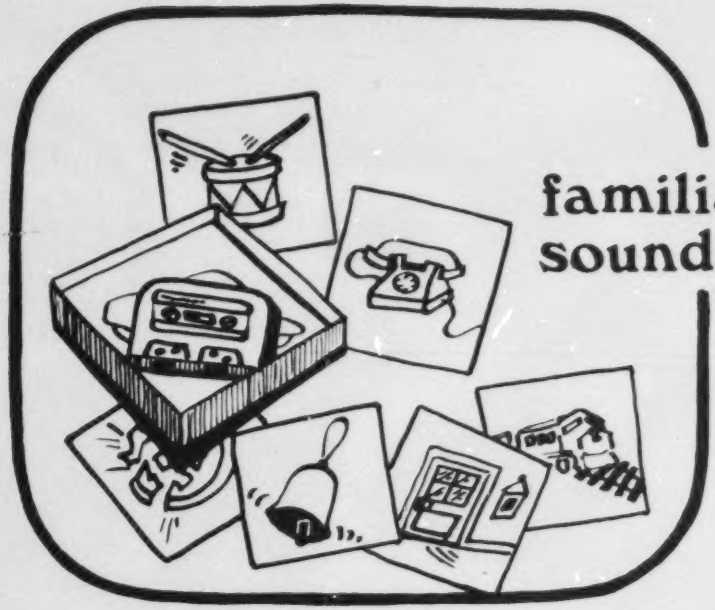
YOU CAN MAKE A SET OF FEEL AND MATCH TEXTURES AT HOME. Select various scraps of fabric or other textures that you may have around the house. Cut into small discs or squares. Store in a small box or envelope.

Your child may enjoy helping to make a "TOUCH AND TALK" book. For this you need construction paper, glue or tape, scissors, yarn or string and scrap fabrics such as cotton, wool, felt or burlap. Also collect small pieces of cork, leather, vinyl, wallpaper or plastic.

Glue or tape the scraps onto construction paper.

You can also write a word to describe the texture. For instance on the page with cotton, write *soft.*

Make a front and back cover. Punch holes in each page. Tie the book together with yarn or string.



familiar sounds

Fifty familiar sounds, such as a child's voice, a dog barking, a bell ringing and a whistle blowing are presented on this cassette tape. The tape can be used with fifty black-and-white cards illustrating the source of the sound.

"Familiar Sounds" tapes teach sound discrimination and identification skills, and also encourage language expression.

Auditory Familiar Sounds is available from Developmental Learning Materials, 7440 Natchez Avenue, Niles, Illinois 60648 or call (312) 647-7800.

Catalog Number: 139

Approx. Cost: $5.00

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-Positive reinforcement is important.

AUDITORY FAMILIAR SOUNDS

AUDITORY FAMILIAR SOUNDS can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

TO ENHANCE YOUR CHILD'S AUDITORY AWARENESS, play the Familiar Sounds Tape. The first time through the tape you and your child listen to the sounds together. Note which sounds your child identifies. The next time you play the tape you can identify those sounds which your child did not know.

On another occasion, listen to the Familiar Sounds Tape and show your child each picture card which illustrates the source of the sound. Encourage your child to name each sound. You identify those sounds your child does not know.

Place two or three cards in front of your child. Play a sound. Say, "Listen carefully. What makes this sound? Point to the picture of the thing that makes this sound." Encourage your child to also verbally identify the sound.

TO STIMULATE LANGUAGE DEVELOPMENT, show your child one of the picture cards. For example, show your child the picture of the telephone and ask him to name the object. Then say, "What do you use a telephone for? How does a telephone sound when it rings?" Listen to the sound on the tape. Then try another picture.

TRY A SORTING GAME using the picture cards. Start with two categories of sounds, such as, things that make sounds in the house and things that make animal sounds. Say, "Look at these cards. Find all the things that make sounds in the house and put them here. Put all the things that make animal sounds here in this pile".

DO YOUR OWN LISTENING AND LANGUAGE ACTIVITIES.....

RECORD YOUR OWN FAMILIAR SOUNDS on a cassette tape. Allow your child the opportunity to help record the sounds. Try to include both indoor and outdoor sounds.

Use a magazine or catalog and go through it to find pictures of the things that make those sounds. Paste them on cardboard. Cover with clear contact for durability.

TAKE A "LISTENING WALK" with your child. Focus your attention on sounds which are occurring around you. Encourage your child to listen very carefully. See how many sounds he can hear. You might say, "Listen, I hear something. Do you?" You and your child could take turns naming sounds you hear.

After you return from your "Listening Walk" have your child tell you about all the sounds she heard. Write down her story about the walk. Your child may enjoy drawing pictures to describe the walk.

There are lots of possibilities for a "Listening Walk." Take one in your home. Identify those sounds that you hear everyday. Listen for sounds in each room such as the refrigerator humming in the kitchen, or the clock ticking in the bedroom.

TAKE A "LISTENING RIDE" while in the car or on the bus. This would be an excellent game to play with your child on a long trip.

Or, how about an imaginary walk. . .Encourage your child to imagine the sounds he would hear while playing on the farm, or, walking in the woods.

bag of feelies

A "bag of feelies" is an assortment of 2" square pieces of various cloth textures. A child can reach into the bag to identify each pair of feelies, or, take pieces out to practice sorting and matching. Contents include a drawstring cloth bag and 10 pairs of feelies.

Bag of Feelies, a Lakeshore product, is available from University Publishing Co. 1126 "Q" Street, Lincoln, Nebraska 68501 or call (402) 432-2761.

Catalog Number: WB 604

Approx. Cost: $6.95

LEARNING THROUGH PLAY

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GUIDELINES FOR PLAY

-Read these suggested activities before you start play; your good judgment will be your best guide once play has begun.

-The physical setting is important. Parent and child should be on the same level, if possible. Playing the game on the floor might be the best solution.

-Before beginning the actual activity, your child should be allowed to examine the toy and to become familiar with its size, shape, color, etc.

-Ask your child if he wishes to play the game. Encourage your child, but avoid forcing him to take part in any activity.

-Your child may want to change the rules or devise a new game. If so, go ahead and play by the new rules. This will encourage creativity and feelings of being important.

-Play only as long as your child is interested. If she becomes tired or bored, change to another game, or stop playing entirely.

-It is important that you find the play fun too. A negative mood is easily conveyed to a child.

-Positive reinforcement is important.

A BAG OF FEELIES

A BAG OF FEELIES can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

TO ENHANCE YOUR CHILD'S TACTILE AWARENESS, try the following activities. These activities are especially appropriate for the visually impaired child.

Dump the contents of the bag in front of your child. Allow your child to handle each of the cards. Describe how each feels. Use such descriptive words as soft, smooth, silky, rough, bumpy or scratchy.

Next, choose three sets of matching texture cards. Put one card in front of your child and the other cards back in the bag. As you place the card in your child's hand, say "Here, feel this card. Now reach inside this bag. Can you find one that feels the same?"

Allow your child to look in the bag when he begins this game. As your child is successful, you can then encourage him to try the game without peeking.

If your child pulls out the correct texture say "Do they feel the same? Yes. Good! They both feel soft."

If your child pulls out a wrong texture say, for example, "Do they feel the same? No, this one feels soft and this one feels rough. Put this one here and try to find one that feels the same."

Continue until the child matches all the pairs. Gradually increase the number of textures as your child is successful with three pairs.

TO STIMULATE LANGUAGE DEVELOPMENT encourage your child to describe how the textures feel. Suggest such descriptive words as smooth, soft, furry, slippery, bumpy, rough or scratchy.

Choose one of the texture cards. You might choose the burlap. Talk about the burlap and how it feels rough. Then

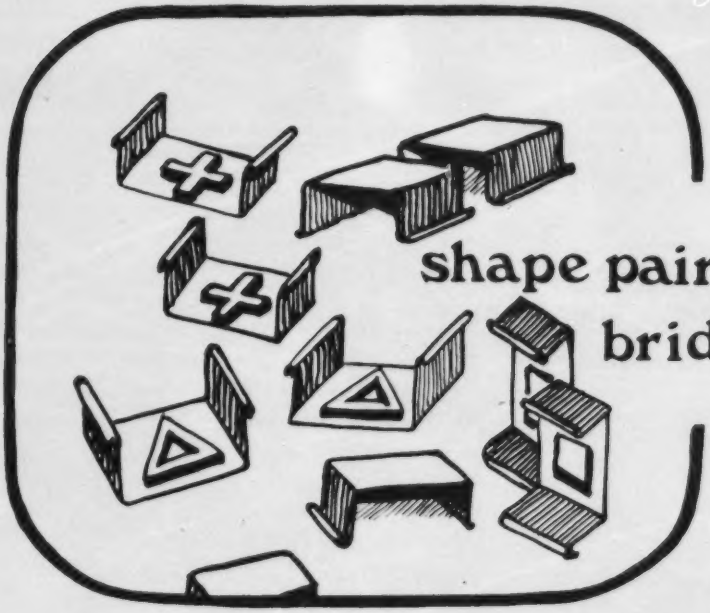
say to your child, "Can you find something in this room that feels rough?" Allow your child to walk about the room and explore.

For a child who is visually impaired, the same activities can be tried without the visual cues. To begin, give the child a rough-feeling item. Then, in his other hand, place an item that feels smooth. Let him compare the two items and choose the one that feels rough.

MAKE YOUR OWN BAG OF FEELIES by cutting small squares of fabric, such as knit, cotton, burlap, felt or velvet. Also, cut small squares of sandpaper, foam, sponge or cork. Place the pairs in a drawstring bag or in a sock.

A variation would be to make a bag of large feelies. Place one object of a kind in a large bag. Choose such objects as an egg beater, a hair brush, an apple, a book or a doll. You can name the object and have your child reach in the bag to find it. To increase the level of difficulty, do not let your child see the items that you choose. See if he can identify the objects by feeling them.

As your child becomes good at these games, try increasing the number of items in the feelie bag. Or, choose objects which are similar in shape and texture. For example, choose a ball and an apple, a bar of soap and a wooden block, or a nickle and a quarter.



shape pairing bridges

The underside of each "Shape-Pairing Bridge" has a rubber geometric shape attached. The child can identify pairs of shapes by touch. This set of 20 durable, plastic bridges is excellent for the visually impaired child.

Shape-Pairing Bridges are available from the University Publishing Co., 1126 "Q" Street, Lincoln, Nebraska 68501 or call (402) 432-2761.
Catalog Number: TH3163 Approx. Cost: $13.50

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SHAPE PAIRING BRIDGES

SHAPE PAIRING BRIDGES can be used in different ways with children of various ages. The activities described here are arranged in order of difficulty. Some of the activities involve a number of skills. Try to select the activities that will provide a fun and successful play experience for your child.

INTRODUCE THE SHAPE PAIRING BRIDGES TO YOUR CHILD. Begin with the simple shapes - circle, square, triangle. Present several pairs of bridges to your child. Allow your child to play freely with the bridges. This provides your child a chance to become familiar with the materials.

Observe whether your child attempts to match the pairs of shapes. Also note whether your child identifies the shapes verbally. It will be helpful to know your child's ability when you begin the activities.

TO STIMULATE LANGUAGE EXPRESSION, talk about the shapes on the underside of the bridges. Name the shapes. Have your child feel each shape as he repeats the names. Ask your child to name objects around the house with similar shapes. You might want to a take a walk together around the house to find similar shapes to feel.

It is important for your child to have the opportunity to touch and handle objects. For example, by handling round objects your child will better understand the concept of a circle.

Give your child a pair of bridges -- one for each hand. Have your child feel the raised shape. Ask your child to describe how the shape feels. If your child has difficulty, you may suggest descriptive words. Some of these include: sharp, straight, hard, square, round, hollow or solid.

Later, try presenting your child with two different shapes. This time your child will need to touch each shape and compare how they feel. Ask him to tell you why they feel different.

TO INCREASE TACTILE AWARENESS, start with three shape bridges -- two circles and one square. Stand the bridges upright so the shapes are on the underside.

Instruct your child to feel the underside of each bridge. Say, "Find the two bridges that are *alike.*" Or say "Find the bridges that are the *same.*" By turning over the bridges your child can check if he was correct.

If your child has difficulty matching the pair of bridges, guide his finger over the edge of the shapes. You could also use verbal cues. For instance, say "This one feels round. But this one has corners. Find another one that feels round."

As your child is successful with three bridges, gradually increase the number.

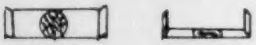
MAKE A SET OF SHAPE PAIRING BRIDGES . . .

Cut a heavy-weight cardboard into strips approximately 4½ inches long by 2 inches wide.

Fold under 1 inch on each long end.

Cut small shapes out of sandpaper or any textured material. Glue the shapes onto the underside of the cardboard bridges.

Now your child can enjoy matching his own set of shape pairing bridges.



RESOURCE MATERIALS FOR PARENTS

INFORMATION SOURCES

The following sources are good contacts for parents of handicapped children. Useful information can be obtained by writing to these sources.

Nebraska ChildFind
444 South 44th Street
Omaha, NE 68131
1-800-742-7575

Contact Nebraska Childfind if you would like help with finding a preschool for your handicapped child. Childfind provides comprehensive listing of services available to parents and children in Nebraska; also provides help in placement of children in programs.

Parent Resource Library
Early Childhood Regional Coordinator
Chadron State College
Chadron, NE 69337
(303) 432-4451 ext. 365

Contact the Parent Resource Library if you would like to read about specific handicaps. The Parent Resource Library is a free check out system of materials to all Nebraska parents of young handicapped children.

Closer Look
Box 1492
Washington, D.C. 20013

Closer Look publishes a semi-annual newsletter for parents as well as information about specific handicapping conditions and and a listing of state resources.

Nebraska Association for Retarded Citizens
3100 North 14th Street
Lincoln, NE 68521
(402) 475-4407

National Association for Retarded Citizens
2709 Avenue E. East
P.O. Box 6109
Arlington, TX 76011
(817) 261-4961

If you would like to contact organizations for help and information, the following organizations might prove helpful.

AUTISM

National Society for Autistic Children
169 Tampa Avenue
Albany, NY 12208
(518) 489-7375

BLIND AND VISUALLY IMPAIRED

American Foundation for the Blind
15 W. 16th Street
New York, NY 10011
(212) 924-0420

American Printing House for the Blind
1839 Frankfort Avenue
P.O. Box 6085
Louisville, KY 40206

Ingham Intermediate School District
2630 West Howell Road
Mason, MI 48854

Free copies of "Get a Wiggle On" and "Move IT!" to parents making a request.

Nebraska Library for the Blind and Physically Handicapped
1420 P Street
Lincoln, NE 68508
(402) 471-2045

Nebraska Services for the Visually Impaired
1047 South Street
Lincoln, NE 68502
(402) 471-2891

CHRONICALLY ILL

American Diabetes Association
600 5th Avenue
New York, NY 10020
(212) 541-4310

American Lung Association of Nebraska
Oak Park Plaza Suite 212
7363 Pacific
Omha, NE 68114
(402) 393-2222

Cystic Fibrosis Foundation
3379 Peachtree Road NE
Atlanta, GA 30326

Muscular Dystrophy Association
1912 N 90th
Omaha, NE 68114
(402) 393-7866

Muscular Dystrophy Association
810 Seventh Avenue
New York, NY 10019
(212) 586-0808

National Kidney Foundation
116 East 27th Street
New York, NY 10010

Nebraska Division, Inc.
Overland Wolfe Center
6910 Pacific Street Suite 210
Omaha, NE 68106
(402) 551-2422

American Cancer Society
777 Third Avenue
New York, NY 10017

Nebraska Epilepsy League Inc.
7171 Mercy Road Suite 129
Omaha, NE 68106
(402) 397-6389

Epilepsy Foundation of America
1828 L. Street NW Suite 406
Washington, DC 20036
(202)293-2930

Nebraska Heart Association
3624 Farnam Street
Omaha, NE 68131
(402) 346-0771

American Heart Association
7320 Greenville Avenue
Dallas, TX 75231
(214) 750-5300

DEAF AND HEARING IMPAIRED

Alexander Graham Bell Association for the Deaf
3417 Volta Place NW
Washington, DC 20007
(202) 337-5227

International Association of Parents of Deaf Children
814 Thayer Avenue
Silver Springs, MD 20910

DEAF AND HEARING IMPAIRED -- cont.

John Tracy Clinic
806 West Adams Blvd.
Los Angeles, CA 90007

The John Tracy Clinic provides a correspondence course for parents of deaf or deaf-blind children.

GENERAL

National Center for Child Advocacy
DEPT HEW
Office of Child Development
P.O. Box 1182
Washington, DC 20013
(202) 755-7816

National Center for Law and the Handicapped
1235 N. Eddy Street
South Bend, IN 46617
(219) 288-4751

Nebraska State Department of Education
Special Education Division
301 Centennial Mall South
Lincoln, NE 68509
(402) 471-2471

LEARNING DISABILITIES

Nebraska Association for Children with Learning Disabilities
Box 224
Beemer, NE 68718

Association for Children with Learning Disabilities
4156 Library Road
Pittsburgh, PA 15234
(412) 881-1191

MENTAL RETARDATION

Nebraska Office of Mental Retardation
P.O. Box 94728
Lincoln, NE 68509
(402) 471-2851

President's Committee on Mental Retardation
Washington, DC 20201
(202) 962-5335

MULTIPLY HANDICAPPED

American Association for the Education of the Severely/ Profoundly Handicapped
1600 W. Armory Way
Seattle, WA 98119
(206) 543-4011

PHYSICALLY HANDICAPPED

American Cleft Palate Association
331 South Hall
University of Pittsburgh
Pittsburgh, PA 15261
(412) 681-9620

Nebraska Easter Seal Society
12177 Pacific
P.O. Box 14204
Omaha, NE 68114
1-800-642-8506

National Easter Seal Society
2023 West Ogden Avenue
Chicago, IL 60612
(312) 243-8400

PHYSICALLY HANDICAPPED -- cont.

March of Dimes for Birth Defects
3929 Harney
Omaha, NE 68131
(402) 346-0951

National Foundation March of Dimes
1275 Mamaroneck Avenue
White Plains, NY 10605
(914) 428-7100

Nebraska Services for Crippled Children
301 Centennial Mall South, 5th Floor
Lincoln, NE 68509

Nebraska Spina Bifida Association
535 South 84th Street
Omaha, NE 68114

Spina Bifida Association of America
343 S. Dearborn
Chicago, IL 60604
(312) 662-1562

United Cerebral Palsy of NE
2141 North Cotner
Lincoln, NE 68505
(402) 464-6309

United Cerebral Palsy
66 East 34th Street
New York, NY 10016
(212) 481-6300

SOCIAL SECURITY ADMINISTRATION

Area offices are located in the following towns. Call station to station collect to find the one which serves your town.

Beatrice . . . . . (402) 223-2309
Columbus . . . . . (402) 568-8591
Fremont . . . . . (402) 727-5000
Grand Island . . . . . (308) 384-1471
Hastings . . . . . (402) 463-9802
Lincoln . . . . . (402) 471-5401
Norfolk . . . . . (402) 371-1595
North Platte . . . . . (308) 432-6516
Omaha . . . . . (402) 221-3773
Scottsbluff . . . . . (308) 365-2073

SPEECH AND LANGUAGE DELAY

American Speech and Hearing Association
9030 Old Georgetown Road
Washington, DC 20114

Free copy of *Partners in Language* to parents upon request.

JOURNALS

If you are interested in keeping up on the most recent research or theory on a specific handicap, journals can be helpful sources.

FOR ALL DISABILITIES:

Children Today. U.S. Department of Health, Education, and Welfare, the Office of Human Development, Children's Bureau, Office Child Development,Washington, DC 20201. DHEW Publication, No. (OHD) 76-30014. 6 issues a year/$6.10 (frequently contains articles about children with handicaps)

Exceptional Children. Official Journal of the Council for Exceptional Children, 1920 Association Drive, Reston, VA. 22091. 8 issues a year. $25.00 membership dues to CEC includes subscription to EXCEPTIONAL CHILDREN plus subscription to TEACHING EXCEPTIONAL CHILDREN, published 4 times a year, plus UPDATE, published occasionally.

The Exceptional Parent. Psy-Ed Corporation, 262 Beacon Street, Boston, Massachusetts 02116. 6 issues a year/ $10.00. (offers a Bookstore service; parents can order books by mail at a discount)

Special Children. American Association of Special Educators, Box 168, Fryeburg, Maine 04037. 3 issues a year/ $10.00.

FOR AUTISM:

Journal of Autism and Childhood Schizophrenia. Plenum Publishing Corporation, 227 West 17th Street, New York, New York 10011. 4 issues a year/personal subscription discounted to $17.50 with certification that the subscription is paid for by subscriber for his personal use. (clearly for professionals, but may interest some parents as well)

FOR HEARING IMPAIRMENTS:

Deaf American. National Association for the Deaf, 814 Thayer Avenue, Silver Springs, Maryland 20910. 11 issues a year/$10.00 individual membership; $15.00/ husband and wife, $25.00/family.

The Volta Review. Alexander Graham Bell Association for the Deaf, Inc., 3417 Volta Place, NW, Washington, D.C. 20007. 9 issues a year/$15.00 with membership.

FOR LEARNING DISABILITIES:

Focus on Exceptional Children --- A Monthly Newsletter. Love Publishing Co., 6635 East Villanova Place, Denver, Colorado 80220. 9 issues a year/$9.50.

FOR MENTAL RETARDATION:

Mental Retardation. American Association on Mental Deificiency, 5201 Connecticut Avenue, NW, Washington, DC 20015. 6 issues a year/$22.00.

Sharing Our Caring. A Journal on Down's Syndrome. P.O. Box 400, Milton, Washington 98354. 5 issues a year/$3.00.

FOR PHYSICAL HANDICAPS:

The Penny Dropper. Spina Bifida Association of the National Capital Area, P.O. Box 4392, Arlington, VA 22204. 4 issues a year/$2.00.

Performance. President's Committee on Employment of the Handicapped, Washington, DC 20210. 12 issues/free.

Rehabilitation Literature. The National Easter Seal Society for Crippled Children and Adults, 2023 West Ogden Avenue, Chicago, IL 60612. 12 issues a year/$12.00.

FOR VISUAL HANDICAPS:

New Outlook for the Blind. American Foundation for the Blind, 15 West 16th Street, New York, NY 10011. 10 issues a year/$6.00. (clearly for professionals, but may interest some parents as well)

-above information from *A Reader's Guide for Parents of Children with Mental, Physical, or Emotional Disabilities,* DHEW Publication (HSA) 77-5290 by Moore and Morton, 1976.

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The following is a list of resources used in the development of the ToyBrary catalogue.

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New York: St. Martin's Press, 1970.

Ira J. Gordon, *Child Learning Through Child Play.*
New York: St. Martin's Press, 1972.

How to Fill Your Toy Shelves Without Emptying Your Pocketbook.
Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

Play: Children's Business.
Association for Childhood Education International
3615 Wisconsin Avenue N.W.
Washington, D.C. 20016 (1974)

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Johnson and Johnson Baby Products Company
175 Community Drive
Great Neck, New York 11025 (1976)

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Johnson and Johnson Baby Product Company
175 Community Drive
Great Neck, New York 11025 (1976)

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Northfield, Illinois 60093 (1972).

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Par Project
464 Central Avenue
Northfield, Illinois 60093 (1976)

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Washington, D.C. 20009 (1974)

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Boston: Houghton Mifflin Co., 1977.

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New York: St. Martin's Press, 1974.

Collier, Forte, MacKenzie, *Kid's Stuff -- Kindergarten and Nursery school.*

D'Audney. *Calendar of Developmental Activities for Preschoolers.*
Meyer Children's Rehabilitation Institute
University of Nebraska Medical Center
Omaha, Nebraska (1975)

Felton and Peterson, *Piaget: A Handbook for Parents and Teachers of Children in the Age of Discovery*, 1976.

Braga and Braga, *Children and Adults: Activities for Growing Together.*
New Jersey: Prentice-Hall Inc., 1976.